



HAMPDEN-
SYDNEY
COLLEGE

ACADEMIC CATALOGUE
1994-95

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HAMPDEN-SYDNEY COLLEGE

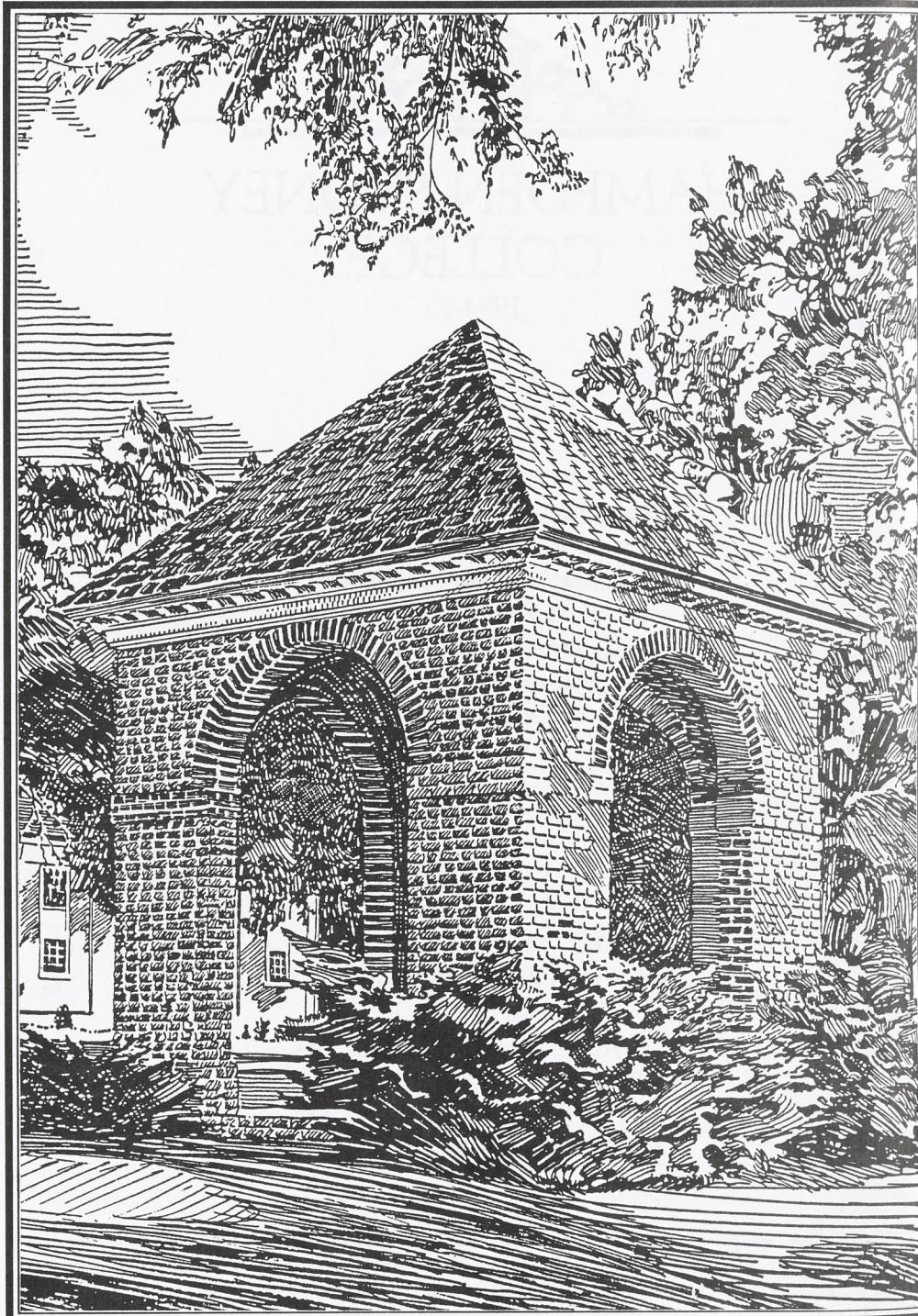
1994-95

*For more than two centuries
Hampden-Sydney College has held
true to the ideals of her founders,
educating leader after leader
for country and Commonwealth,
all good men and good citizens
formed in an atmosphere
of sound learning.*

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The contents of this catalogue represent accurate information available at the time of publication (August 1994). However, during the time covered by this issue, it is reasonable to expect changes to be made with respect to this information without prior notice. Records of changes are on file and available for examination at the office of the Dean of the Faculty.



WATKINS BELL TOWER (1934)



HAMPDEN-SYDNEY COLLEGE

HAMPDEN-SYDNEY COLLEGE, a liberal arts college for men now enrolling 950 students, has been in continuous operation since November 1775. The College is the tenth oldest institution of higher learning in the United States and the oldest of the country's few remaining all-male colleges. Hampden-Sydney is affiliated with the Presbyterian Church in the United States.

Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

Hampden-Sydney is a lively community with a faculty highly motivated and dedicated to teaching. There are currently 75 members of the full-time teaching faculty, for a student-faculty ratio of about 13:1. Almost 50 percent of the graduating seniors enter graduate or professional school.

Part of the 820-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated an historic preservation zone. Farmville, a town of 6,500, is seven miles north. None of the eighteenth-century buildings survives, but the Federal architecture first used for the western portion of the Alamo (1817) has been maintained as the dominant style for the campus.

As of 31 December 1993 the endowment portfolios had a market value of approximately \$46.9 million. The operating budget for 1994-95 is \$22.7 million.

Since 1775, the mission of Hampden-Sydney College has been to form good men and good citizens in an atmosphere of sound learning. The College aims to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences; to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition; to develop clear thinking and expression; to promote an understanding of the world and our place in it; to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy; to prepare those with special interests and capacities for graduate and professional study; and to equip graduates for a rewarding and productive life.

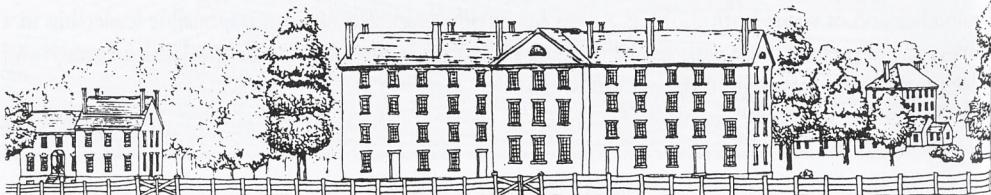
THE EARLY AMERICAN COLLEGE, typically a frontier institution, was often a Christian college in character. Hampden-Sydney was no exception: her heritage is deeply rooted in the history of both Colonial America and the Presbyterian Church.

The founders of the College chose the name Hampden-Sydney to symbolize their devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known but equally vigorous patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts—dyed purple with the juice of pokeberries—and grey trousers justifies the College's traditional colors, garnet and grey.

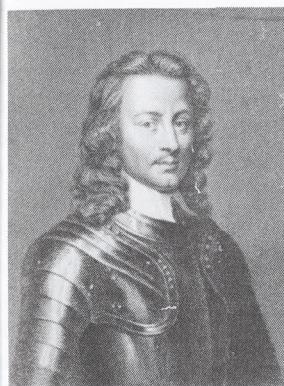
The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most of whom were Episcopalian), and named as Rector (later President) the Rev. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1774. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own *alma mater*, he journeyed to Princeton to secure the founding faculty, which included his younger brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty gathered for the opening of the first winter term on 10 November 1775. The College has never suspended operations.

Early fund-raising efforts were varied (they included a state-sanctioned lottery) and vigorous; despite war-time inflation and other economic dislocations, financial support of and general interest in the College were sufficient guarantees of its viability that in 1783 the General Assembly granted by statute a charter of incorporation, partly written by Patrick Henry.

In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790s its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), by ex-President J. B. Smith; Princeton Seminary (1812), by ex-President Archibald Alexander; and the University of Virginia (1819), by Joseph Carrington Cabell, class of 1800. The Medical College



Hampden-Sydney College in 1840: from left to right, Steward's Hall (The Alamo), The College (Cushing Hall), and the 18th-century buildings.



John Hampden



Algernon Sydney



Patrick Henry

of Virginia was established (1838) at Richmond as the medical department of Hampden-Sydney; Union Theological Seminary of Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure (1821-1835) the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus; his greatest physical monument, Cushing Hall, which once housed the entire College operation, is currently in use as a dormitory. The world-renowned chemist Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

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Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially mustered as the "Hampden-Sydney Boys," saw action in the disaster of Rich Mountain (10 July 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, and student government, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, class of 1857, bought its buildings and gave them to the College, doubling the physical plant. Academic offerings were expanded, strengthening the coherent tradition of liberal education which had become the hallmark of the College.

The twentieth century has seen considerable building and other developments that have provided the facilities and personnel to continue a distinguished program. Bagby Science Hall, described as "one of the

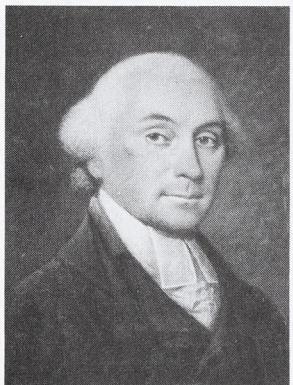
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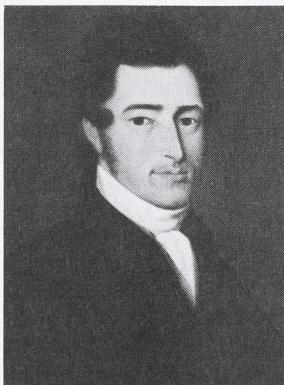
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Samuel Stanhope Smith

Princeton University. Bequeath of Alfred A. Weddell, great-grandson of President Smith.

Jonathan P. Cushing



Joseph DuPuy Eggleston

finest science buildings in the small colleges of America," was built in 1922; in 1968 it was replaced by the Gilmer Science Center, which is, again, of the highest quality. The former Memorial Library, now Winston Hall, was replaced in 1961, after sixty-three years of service, by Eggleston Library, named for President J. D. Eggleston, the principal institutional architect of twentieth-century Hampden-Sydney; only fourteen years later, during the administration of W. Taylor Reveley, this building was more than doubled in size and in 1986 had its ground floor refurbished as the Fuqua International Communications Center. In the past twenty years, major conversions and renovations have provided the College with the Graham Hall Student Center, Post Office, and Bookstore; the Esther Thomas Atkinson Museum in the old post office; the Business Office in Cabell House; the Center for Counseling and Career Services; new dressing rooms in Gammon Gymnasium; Alumni office and guest rooms in Hampden House; the student-run FM radio station in the Carriage House; the Moore Student Health Center in Winston Hall; the completely renovated Bagby Hall; and guest-quarters for the President in Coleman Cottage. Morton Hall is receiving renovation and an addition in the summer of 1994. In the same period, new construction has provided the Hampden House Residence Halls; the Kirby Field House, including the Flea Gymnasium and Leggett Swimming Pool, as well as offices, weight room, squash, handball, and racquetball courts, trainer's room, classroom, and lounges; a completely reconditioned baseball field including the new Fulton dugouts; a new outdoor athletic facility; the Blake Village of town-house apartments and offices; the Crawley Forum; the Whitehouse Residence Hall, the Carpenter Houses, and five other new residence halls. Venable Hall, in use as a Seminary and, since 1898, as a College building, has undergone thorough renovation. Penshurst, one of the oldest Seminary houses, has been extensively renovated as the residence of the Dean of the Faculty; a new dining hall and campus center was opened in Spring 1991; new parking lots have been constructed. Major improvements in the water supply, sewage treatment, and communications equipment are in progress. The campus itself has grown steadily, through purchase and gift, to over 800 acres, much of it in woodland. Academic, social, and cultural programs of the College continue to be enriched, and Hampden-Sydney looks into its third century with a wholesome optimism, bred of a sober integrity of mission coupled with a history of sound development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.

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Presidents, Trustees, & Staff

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C. NORMAN KRUEGER	Treasurer and Assistant Secretary

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ADMINISTRATIVE OFFICERS

1994-95

SAMUEL VAUGHAN WILSON, LL.D.	President of the College
JOHN SCOTT COLLEY, B.A., M.A., Ph.D.	Provost and Dean of the Faculty
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ROBERT H. JONES, B.A., M.Ed.	Senior Vice President for Administration and Dean of Admissions
TBA	Vice President for Development
C. NORMAN KRUEGER, B.S., M.B.A.	Vice President for Business Affairs and Treasurer

ADMINISTRATIVE STAFF

1994-95

BARBARA S. ARMENTROUT	Personnel Coordinator
PAUL S. BAKER, B.S., M.A., Ed.D.	Assistant to the President
GLEN D. BOWMAN, B.A., M.S., Ph.D.	Director of Counseling
JOSEPH E. BUSH, B.S., M.S.	Director of Athletics and Head Football Coach
EUNICE W. CARWILE, B.A.	Writer/Editor
M. DEANE CHEATHAM, B.A.	Associate Dean of Admissions
DEBRA J. CHERNAULT	Director of Development Services
LYNN CLEMENTS	Counselor, Financial Resource Counseling
ZACHARY W. COLLETT, B.A.	Assistant Dean of Admissions
PHILIP D. CULICERTO, B.A.	Assistant Football Coach and Head Baseball Coach
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RAY GASKINS, B.S., Ph.D.	Coordinator of Information Technology
BONNIE R. GILLIAM, B.A., M.S.	Administrative Assistant to the President
MILLIE GRENOUILLOU	Postmaster
SHARON I. GOAD, B.S., M.A., M.L.I.S., Ph.D.	Director, Eggleston Library
JULIA A. GUILL, B.S., M.Ed., Ed.D.	Academic Counselor
SANDRA W. HEINEMANN, B.A., M.L.S.	Catalogue Librarian
JACOB A. HORSTMAN, B.A.	Assistant Director of Current Support and Alumni Relations
DEAN E. HYBL, B.S.	Sports Information Director
WILLIAM P. IRWIN V, B.A.	Assistant Dean of Admissions
BEVERLEY P. KLEIN, B.S.	Director of Media Relations
DAVID A. KLEIN, B.A., D.Min.	Associate Dean of Students
JOHN R. LAWS, B.S., M.S., Ed.D.	Assistant Dean of Students
J. CHRISTOPHER LEMONS, B.A.	Assistant Dean of Admissions
LINDA L. MARTIN, R.N., C.	Director of Moore Student Health Center
THOMAS T. MAYO IV, B.S., M.S., Ph.D.	Associate Dean of the Faculty
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JOHN J. NORRIS, B.A., M.A.L.S.	Media Librarian
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PAUL PETERSON, B.S., M.A.	Athletic Trainer
LESLIE DAVIS PHAUP, JR.	Business Manager
CATHERINE B. POLLARI, B.S., M.ED., M.L.S.	Reference Librarian

MICHAEL R. REILLY, B.S., M.Ed.	Head Soccer Coach and Head Tennis Coach
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G. KEITH TEMPLE, B.S.	Campus Security Director
WILLIAM E. THOMPSON, B.A., B.D., Th.M., D.Min.	College Chaplain
WILLIAM S. TORNABENE, B.A.	Assistant Football Coach and Head Golf Coach
TBA	Assistant Basketball Coach and Head Cross Country Coach
TERRY WAGNER, B.S., J.D.	Director of Corporate & Foundation Support
JOHN H. WATERS III, B.A.	Director of Alumni Relations
SALLY WATERS, B.S.	Director of Financial Resource Counseling
FLORENCE C. WATSON	Registrar
GEORGE WELLS, B.A., M.A.T.	Director of Career Services
MARIANNE WELLS, B.A.	Bookstore Manager
ROBERT E. WELLS, B.S., M.A.	Director of Physical Facilities

SUPPORT STAFF

ACADEMIC

MARY BUCHANAN	Academic Secretary, Morton Hall
CHRISTY HERRON, B.F.A.	Library Assistant, Documents and Periodicals
JEAN P. HUDSON	Academic Secretary, Gilmer Hall
JANE MAHNE	Academic Secretary, Morton Hall
ELNA ANN MAYO, A.B., M.A.	Cataloguing Assistant, Library
DOROTHY PORTERFIELD, B.S.	Chemistry Stockroom Supervisor
GERALDINE RANDALL, B.A., M.A.	Interlibrary Loan/Circulation Assistant, Library
IRVIN M. ROBERTSON	Physics Technician
NANCY SAYLOR	Academic Secretary, Bagby Hall
SUSAN SCHIFFER	Cataloguing Assistant, Library
FLORENCE P. SEAMSTER	Senior Secretary, Library
FERENC VARGA, B.A.	Library Assistant for Acquisitions

ADMINISTRATIVE

ELIZABETH AMOS	Textbook Coordinator/Assistant Manager, Bookstore
SHELBY ASAL	Assistant Postmaster
HAZEL BALDWIN	Accounting Coordinator
TERRY BALDWIN	Grounds Supervisor, Buildings and Grounds
LISA BIEROWSKI	Secretary, Development
ERLENE BOWMAN	Cashier, Bookstore
LEON BOWMAN	Water Department Operator
LUCY B. BRIGHTWELL	Office Manager and Data Management Coordinator, Admissions
MARY BROOKS	Administrative Secretary-Receptionist, Admissions
ROBERT CARTER	Assistant Supervisor of Grounds
CYNTHIA CLARK	Secretary-Receptionist, Registrar
LINDA CLARK, A.S., A.A.	Telecommunications System Technician
MICHELLE COBB	Computer Operator, Office Assistant, B&G
NELLIE CRAWFORD, R.N.	Health Center Nurse

JAMES EDWARD CRAWLEY	Supervisor of Housekeeping
ROBERTA CRAWLEY, R.N.	Health Center Nurse
MAUREEN H. CULLEY, B.S.	Executive Secretary to the Provost and Dean of the Faculty
DEBRA DANSMERGER	Office Assistant, Campus Security Office
ALBERT DAVIS, JR.	Campus Security Officer
ERNA W. DAYE	Purchasing Agent
DONNA DEAN	Coordinator of Gift Accounting
CHRIS McDADE, B.S, M.L.S.	Database Analyst
PEGGY EMERT	Bookkeeper, Student Accounts
LYNN W. ESTES, B.A.	Administrative Secretary, Counseling and Career Services
BARBARA C. FORE	Administrative Secretary to the Dean of Students
CATHERINE FOREMAN, B.S., B.L.A.	Horticulturist
KAREN FOWLER	Computing Center Operations Manager
MARK FOWLER	Campus Security Officer
SANDY FOWLER, B.M.E.	Secretary, Development
RAMONA GARRETT	Senior Secretary, Office of the Dean of Students
DAVID GILES	Stockroom Manager
PAUL GILES	Maintenance Supervisor, Buildings and Grounds
SHERRY M. GILES, A.A.S.	Office Manager, Financial Resource Counseling
SANDRA HICKMAN	Postal Clerk
VIRGINIA W. JOHNSTON	Administrative Secretary to the Vice President for Business Affairs and Treasurer
SHIRLEY B. JONES, B.A.	Coordinator of Special Programs
PATRICIA LEWIS	Cashier, Business Office
NORMA F. LOCKE, A.A.S.	Senior Secretary, Athletic Department
DEBBIE W. MAXEY	Assistant Office Manager, Admissions
CHARLES MCKAY	Campus Security Officer
CARRIE MOORE	Secretary, Development
KAREN P. MONTGOMERY, A.A.S.	Senior Secretary, President's Office
DEBBIE M. OWNBY	Business Operations Assistant
ANDREA O'YORK	Secretary, Development
ROSA PEAKS	Assistant Supervisor of Housekeeping
GERRY PETTUS	College Events Coordinator and Switchboard Receptionist
ELIZABETH ROBERTSON	Data Entry Clerk/Secretary, Admissions
SHIRLEY K. ROBERTSON, B.S.	Payroll Clerk and Systems Operator
KAREN ROSTAN, A.A.S.	Clerk, Bookstore
DIANNE SIMPSON	Shipping/Receiving Coordinator, Bookstore
MARIA VILLAMAR	Secretary, Dean of Freshmen
CINDY WALKER, B.A.	Secretary, Publications
QUETA S. WATSON	Office Manager, Buildings and Grounds
SHERRY WOMACK	Data Management Coordinator, Development
ROBBIE T. WOOD, B.S.	Administrative Secretary, Development
PAMELA K. WOODS	Graphics Assistant, Publications
KENNETH WORTHY	Cable TV Technician



Faculty

1994-1995 (*By Rank*)

WILLIAM COLLAR HOLBROOK, A.B., B.A. (Oxon.), M.A., Ph.D. (1960, 1970) *Converse Professor Emeritus of Romance Languages*

GRAVES HAYDON THOMPSON, B.A., A.M., Ph.D., Litt.D. (1939, 1977) *Blair Professor Emeritus of Latin*

JOSEPH BURNER CLOWER, B.A., B.D., Th.M., Th.D. (1954, 1977) *Professor Emeritus of Bible and Religion*

PAUL LIVINGSTON GRIER, B.A., B.A.L.S., M.A.L.S. (1940, 1980) *Head Librarian Emeritus*

JOSEPH WILLARD WHITTED, B.S., M.A., Ph.D. (1949, 1981) *Professor Emeritus of Modern Languages*

EDWARD ALEXANDER CRAWFORD, JR., B.S., M.A. (1963, 1987) *Professor Emeritus of Biology*

FRANK JAMES SIMES, A.B., M.A., D.Ed. (1967, 1987) *Professor Emeritus of Psychology*

DONALD RICHARD ORTNER, B.A., B.M., C.R.M., M.A., M.S., Ph.D. (1961, 1993) *Professor Emeritus of Psychology and Sociology and College Psychologist*. B.A., Northwestern College, 1944; B.M., Illinois Wesleyan University, 1946;

C.R.M., Wisconsin Lutheran Seminary, 1947; M.A., Eastern Michigan University, 1957; M.S., Virginia Commonwealth University, 1980; Ph.D., Michigan State University, 1964.

EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1993) *Professor Emeritus of Physics*

STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981, 1993) *Professor Emeritus of Fine Arts*

GUSTAV FRANKE, B.S., M.A.T., M.A. (1965, 1981) *Assistant Professor of Mathematics and Computer Science, retired*

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 1963) *Professor of Physics and Astronomy*. B.S., Hampden-Sydney College, 1951; M.A., Duke University, 1952; Ph.D., Duke University, 1955.

HASSELL ALGERNON SIMPSON, B.S., M.A., Ph.D. (1962, 1965) *Professor of English and Faculty Marshal*. B.S., Clemson University, 1952; M.A., Florida State University, 1957; Ph.D., Florida State University, 1962.

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 1967) *Professor of Mathematics and Associate Dean of the Faculty*. B.S., Virginia Military Institute, 1954; M.S., University of Virginia, 1957; Ph.D., University of Virginia, 1960.

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 1968) *Venable Professor of Chemistry*. B.S., University of North Carolina, 1957; M.S., California Institute of Technology, 1960; Ph.D., University of North Carolina, 1962.

TULLY HUBERT TURNERY, JR., A.B., Ph.D. (1965, 1973) *Professor of Biology*. A.B., Oberlin College, 1958; Ph.D., University of North Carolina, 1963.

L=On leave 1994-95.

F=On leave fall semester only.

S=On leave spring semester only.

NOTE: The first date in parentheses indicates the year in which the faculty member began faculty service at the College. The second date indicates the year of appointment to the present rank.

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1980)^F *Professor of Religion.* A.B., University of North Carolina, 1955; B.D., Union Theological Seminary, 1958; Th.M., Union Theological Seminary, 1959; Ph.D., Duke University, 1968.

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 1981) *Squires Professor of History.* B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

HERBERT JAMES SIPE, B.S., Ph.D. (1968, 1981) *Spalding Professor of Chemistry.* B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

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Catalogue Librarian

JOHN J. NORRIS, B.A., M.A.L.S.
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CATHERINE B. POLLARI, B.S., M.Ed., M.L.S.
Reference Librarian

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Director of Athletics and Head Football Coach

TONY L. SHAVER, B.A., M.A.T.
Head Basketball Coach and Assistant Director of Athletics

PHILIP D. CULICERTO, B.A.
Assistant Football Coach and Head Baseball Coach

FRANK H. FULTON, JR., B.A.
Assistant Football Coach and Director of Intramurals

DEAN E. HYBL, B.S.
Sports Information Director

RAY ROSTAN, B.S., M.S.
Head Lacrosse Coach

MICHAEL R. REILLY, B.S., M.Ed.
Head Soccer Coach and Head Tennis Coach

WILLIAM S. TORNABENE, B.A.
Assistant Football Coach and Head Golf Coach

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COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees, Academic Affairs, Faculty Affairs, and Student Affairs, Budget-Audit, Grievance and their subcommittees are listed below with their areas of responsibility and the names and terms (the number in parentheses indicates the last year in office) of their members.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (e.g., audiovisual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the faculty. Also serves as the Executive Committee of the faculty between Faculty meetings. May establish subcommittees and *ad hoc* committees, for purposes definite, to report to it.

Membership:

- 3 faculty members, 1 elected from each division, by each division, for 3-year staggered terms: Joyner (95), Hattox (96), Deis (97)
- 1 faculty member elected at large annually: Devlin
- 1 faculty member appointed by the President annually after the election of the above: Gibson
- 1 student elected annually in the Spring by faculty members of the Committee (save for Executive Committee business): T. McKay '95

Dean of the Faculty, *ex officio*: Colley
Chair, elected from within the Committee: TBA

Honors Council

A subcommittee of the Academic Affairs Committee, responsible for recruitment of honors scholars; coordination of departmental honors for juniors and seniors; administration of a program of book seminars, lectures, and cultural events; administration of Introductory Honors Program; administration of the Merit Scholarship program.

Membership:

- 3 faculty members appointed by the Dean for 3-year staggered terms: R. Heinemann (95), Kniffen (96), Frye (97)

Dean of the Faculty, *ex officio*: Colley
Chair, appointed by the Dean: Frye

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial aid policy established by the faculty.

Membership:

Dean of Admissions (Chair *ex officio*): Jones

Dean of Students: Drew

- 3 faculty members elected one each year, for 3-year staggered terms, by the faculty: Fitch (95), M. Prell (96), Sipe (97)

- 1 faculty member appointed annually by the President, after the above election: Prazniak

(The Chair shall invite such other members of the Administration as shall be appropriate to attend meetings when needed.)

Health Sciences Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and pre dental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

Membership:

- 4 faculty members, at least two of whom should represent the natural sciences, appointed by the President for 4-year staggered terms: Leake (95), Cheyne (96), Mueller (97), Werth (98)

International Studies Committee

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Membership:

- 3 faculty members, one from each division, elected by the division, for 3-year staggered terms: Gemborys (95), Lehman (96), Bagby (97)
- 1 faculty member elected at large annually: Langlois
Chair, elected from within the Committee: TBA

FACULTY AFFAIRS COMMITTEE

Responsible for advice on faculty hiring, promotion, and tenure, and for development and implementation of procedures for faculty evaluation.

Membership:

- 3 faculty members (all tenured faculty), 1 elected from each division, by each division, for 3-year staggered terms: Simms (95), Carney (96), Anderson (97)
- 3 faculty members (all tenured faculty), one from

each division, elected by the faculty as a whole for 3-year staggered terms: Schiffer (95), Koether (96), Eastby (97)

Dean of the Faculty, *without vote*: Colley
Chair, elected from within the Committee: TBA

Committee on Professional Development

A subcommittee of the Faculty Affairs Committee, responsible for oversight of faculty research and development, including review of funded summer research and sabbaticals, development of general policy on support of faculty research, and planning and implementation of faculty development programs.

Membership:

- 3 faculty members (tenured or non-tenured), 1 elected from each division, by each division, for 3-year staggered terms: P. Wilson (95), Kniffen (96), TBA (97)
- 3 faculty members (all tenured faculty), 1 from each division, elected by the faculty as a whole for 3-year staggered terms: Laine (95), Saunders (96), Dunn (97)

Dean of the Faculty, *ex officio*: Colley
Chair, elected from within the Committee: TBA

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

Membership:

- 3 faculty members, one elected at large each year for a 3-year term: Norris (95), Csaplar (96), Hingeley (97)

President of the Student Government: C. Hurt
2 students appointed by the President of the College annually in the spring: R. Godsil, T. Hickey
Dean of Students, *ex officio*: Drew
Chair, elected from within the Committee: TBA

Lectures and Programs Committee

A subcommittee of the Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

- 3 faculty members, serving 3-year staggered terms—1 appointed by the President, 2 elected by the faculty: TBA (95), Kidd (96), TBA (97)
- 4 students chosen annually in the Spring by the President of Student Government: D. Blocker, K. Brown, P. Elb, C. Moore

Dean of Students, *ex officio*: Drew
Chair, appointed by the President: TBA

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the faculty, oversight and review of varsity and intramural athletic programs; liaison between the Director of Athletics and the faculty.

Membership:

- Director of Athletics, *ex officio*: Bush
- Dean of Students, *ex officio*: Drew
- 4 faculty members, one elected at large each year for a 4-year term: Cheyne (95), Simms (96), Valente (97), Werth (98)
- 1 student elected annually in the Spring by faculty members of the Committee: S. Spraker

Chair, elected from within the Committee: TBA

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College—the findings to be reported to the faculty, students, and trustees.

Membership:

- 4 faculty members, serving 4-year staggered terms, one from each division: Simpson (96), Porterfield (97), Weese (98); and one from the faculty at large: Townsend (95)

Chair, elected from within the Committee: S. Colley

GRIEVANCE COMMITTEE

Responsible for hearing grievances, including appeals of tenure, promotion, and hiring decisions.

Membership (elected from tenured faculty):

- 5 faculty members elected at large for 3-year staggered terms. Administrative officers are not eligible to serve. Marion (95), Simpson (95), Martin (96), Pelland (96), DeWolfe (97)
- 2 alternates: R. Hall (95), Herdegen (95)

Chair, elected from within the Committee: TBA

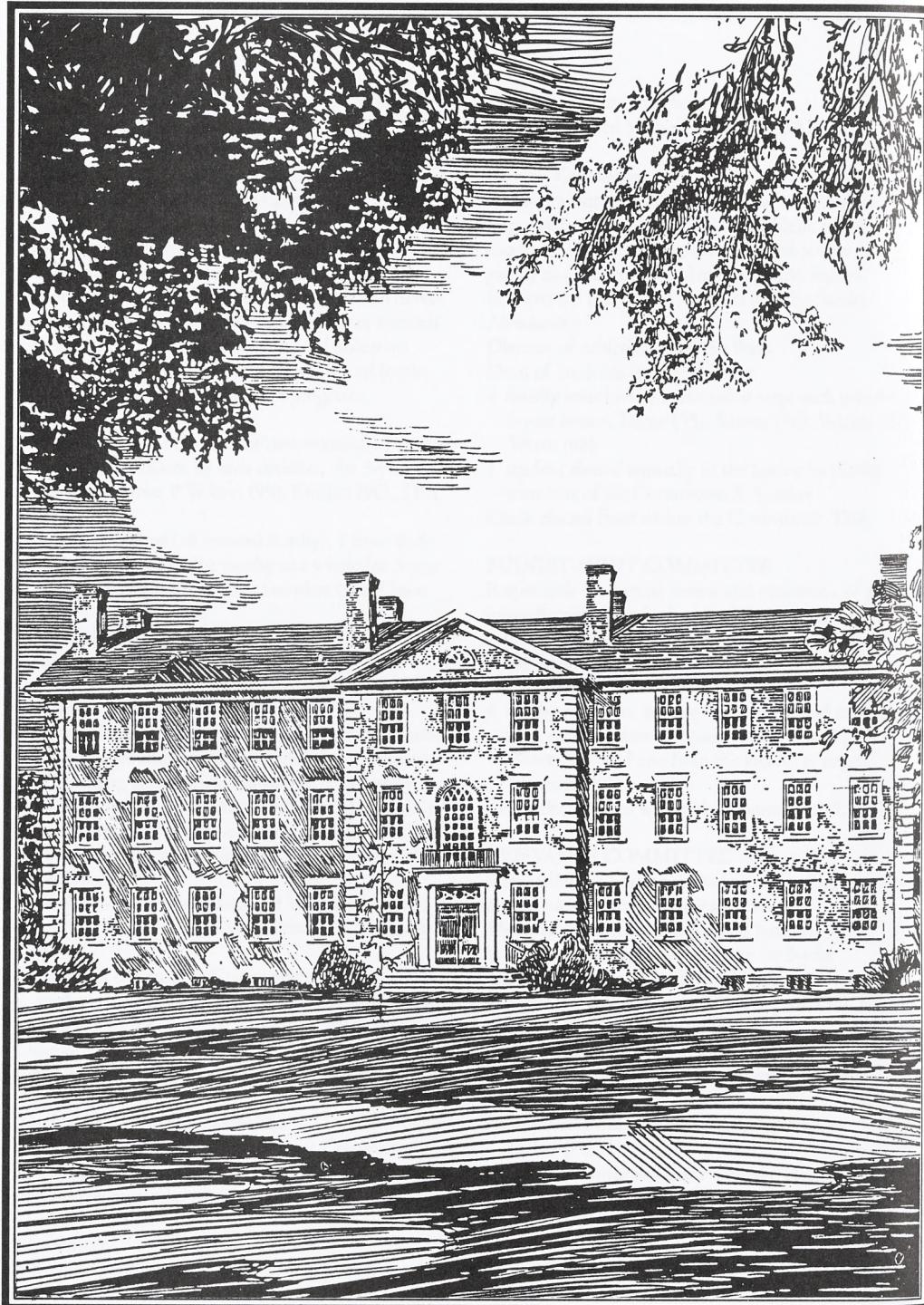
Faculty Representative to the Board of Trustees:

Tucker (96)

Faculty Representative to the Cabinet: Hendley (95)

Faculty Representative to the NCAA: Carilli (99)

Clerk of the Faculty: Brinkley



MORTON HALL (1936)



Academic Program

In keeping with the classical ideal of education, Hampden-Sydney seeks "to form good men and good citizens." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the undergraduate experience. The College encourages each student to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, and ethics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. Thus Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney.

GRADUATE STUDY

Students who plan to pursue graduate work should maintain close liaison with members of the faculty in the area in which they plan to continue their education. To gain admission to graduate school, an applicant is expected to have done undergraduate work of high quality. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS AND GOVERNMENT

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business or government. Hampden-Sydney graduates have entered these fields from every major program of the College. Whatever a student's major department may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Many Hampden-Sydney students prepare for business careers by electing a major in Economics, especially in the Management Economics program. Many others enter business from majors

other than Economics. Some, from Economics and other disciplines, continue their education in Master of Business Administration (M.B.A.) graduate programs. A student planning to enter business or government, or to attend graduate school in business administration, is urged to take advantage of the variety of liberal arts courses here, all of which contribute to a balanced view of society, economy, and culture.

To assist students in planning for careers in business or in consideration of further study in an M.B.A. program, the College has a Pre-Business Advisory Committee composed of faculty members from Economics and other disciplines and staff members from the Center for Counseling and Career Services. Interested students should contact the Director of Career Services or the chairman of the Department of Economics.

THE CHRISTIAN MINISTRY

Theological seminaries do not specify particular courses as prerequisites for admission but instead urge those who contemplate entering the Christian ministry to take a broadly based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in his undergraduate training a working knowledge of these languages. Hampden-Sydney provides an excellent education for those who wish to become Christian ministers.

ENGINEERING

Hampden-Sydney's program in the natural sciences, mathematics, and computer science provides excellent preparation for careers in engineering. The College has fostered a successful dual degree program with the Virginia Polytechnic Institute and State University. The College offers a solid core of subjects that provide a foundation for many engineering specialties. Hampden-Sydney's small classes and opportunities for close student-faculty contact strengthen that foundation.

Students interested in a career in engineering should see Dr. Cheyne in the Physics Department or Dr. Porterfield in the Chemistry Department early in their freshman year.

LAW

Students planning a career in law need not follow a prescribed undergraduate program or take a specific major in preparation for law school or professional practice. Students are encouraged to

follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education."

A program of study in which students develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. These skills are employed throughout the liberal arts curriculum in the study of ethics, history, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session.

MEDICINE AND DENTISTRY

According to recent editions of *Medical School Admissions Requirements* (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education—a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities." In effect, they strongly support a liberal arts education.

Although a majority of medical and dental applicants major in science, the pre-medical or pre-dental student should clearly understand that choice of major *of itself* has no influence on chances for acceptance. "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests," according to MSAR. Students with strong interests in two fields sometimes elect a double major.

Virtually all U.S. medical and dental schools require the completion of two semesters of each of the following basic science courses (with laboratory): General Biology, General Chemistry, Organic Chemistry, and General Physics. A candidate's performance in these courses generally carries more weight in the admissions process than other courses, particularly for the non-science major who has less additional science work for consideration. Certain medical and

dental schools list additional required or recommended courses in such fields as mathematics and Rhetoric or English. No later than his junior year, each student should consult MSAR for the particular requirements of each institution to which he may apply.

Whatever his major and choice of electives, it is important that the student choose each semester a challenging curriculum that assists in his rapid development and builds a strong record for admission.

As an important element in admissions, every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT) and every dental school the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

A faculty committee advises students concerning preparation for medical and dental school and assists them in the application process. On request, it prepares committee recommendations

for transmittal to all institutions to which the student has applied. Students planning a career in medicine or dentistry should contact the chair of the faculty committee about their plans no later than the spring semester of their freshman year.

SECONDARY-SCHOOL TEACHING

Liberal education provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. A strong major in the field to be taught, with supporting courses in related areas, is the most important preparation.

Courses needed to satisfy the certification requirements of the State may be taken at Hampden-Sydney, at Longwood College (through the cooperative program), or at an EXCHANGE institution (see page 28). Students who think they may want to earn full certification should consult Dr. Mossler of the Psychology Department before the beginning of their junior year.

EDUCATIONAL FACILITIES

COMPUTER FACILITIES

The John Brooks Fuqua Computing Center contains a variety of computer systems for students to use during their stay at Hampden-Sydney College. The primary computer systems are Digital Equipment Corporation Alpha minicomputers. One system, running OSF (open system foundation, a variant of UNIX), supports the library on-line public catalog, and one system running VMS (a type of operating system) supports administrative functions. The current on-line storage is eight gigabytes (8,000,000,000) of disk storage and 5.2 gigabytes of CD-ROM storage. In addition to the minicomputers, a Novell server (486/50) provides access to a variety of DOS and Windows applications. A Macintosh server (Quadra 900), including a huge archive of publicly available software as well as campus information, provides application and file support for all Macintosh users. All students have access to these systems from public access computers or from residence hall rooms.

These servers are the hub of a campus network consisting of fiber optic cabling and an integrated data switching center reaching most buildings on the campus, including students' residence halls. Students have the option of connecting to the network from their dorm rooms if they have their own computer or from one or more of the computing labs on the campus.

CAMPUS COMPUTING LABS

The Computing Center also maintains the largest computing laboratory on the campus. The center can serve 45 students simultaneously with a combination of Apple Macintoshes, PowerPCs, IBM compatibles, and computer terminals. Peripherals include color monitors, laser printers, dot matrix printers, text and graphics scanners, and CD-ROM readers. Other computer laboratories are maintained in Bagby Hall, Eggleston Library, Gilmer Hall, and Morton Hall. The Departments of Biology, Chemistry, Economics, Mathematics and Computer Science, Philosophy, and Physics and Astronomy use computers in their programs of instruction and require students to do assignments on computers. Several of these departments have their own computing facilities.

SOFTWARE

A variety of software packages are available for the minicomputer and personal computer to comple-

ment all courses. As an example, Mathematics and Computer Science uses an extensive collection of mathematical and statistical software to provide simulation modeling with the ability to tabulate, summarize, and report data using versatile formatting and presentation choices. The Department of Economics also makes extensive use of the campus minicomputer for economic modeling.

ClarisWorks is the standard software package for the Macintosh and includes word processing, spreadsheet, database, and graphing functions. Spreadsheet software available for IBM compatibles includes Lotus 123 and Quattro Pro. Presentation and graphics software, as well as discipline-specific software, is also available.

NETWORKING

Hampden-Sydney's telecommunications system provides voice mail to every student and employee. In addition to voice mail, all students can use electronic mail. The network is available to students and employees for sending and receiving messages at any time.

In addition to campus networking, the College is connected to the Internet (a world-wide network connecting over 10,000 locations) that allows students, staff, and faculty to communicate with educational institutions and other organizations world-wide. Internet makes possible access to these services:

- On-line library catalogues: There are over a thousand on-line library catalogues which are accessible to Hampden-Sydney, including ones at the largest universities.
- Electronic mail: Hampden-Sydney students and faculty can send and receive electronic mail world-wide.
- Databases and archives.
- Discussion groups: Individuals with access to the Internet who have a common interest can share information electronically. There are over 10,000 discussion groups from which to choose.

COMPUTER SALES AND SERVICE

Hampden-Sydney College sells computers and software at a substantial discount to encourage students to purchase computers for their personal use.

TRAINING

Training and orientation are provided to all students because computer literacy will enhance learning at Hampden-Sydney and augment job skills in later years.

EGGLESTON LIBRARY AND FUQUA INTERNATIONAL COMMUNICATIONS CENTER

The Eggleston Library serves as one of the College's most valuable academic resources, its collection specially selected to support Hampden-Sydney's liberal arts curriculum. Containing over 190,000 volumes, 792 periodical titles, microfilm, and government documents arranged in open stacks for ease of use, the collection has been dramatically enlarged by a \$1.6-million challenge grant from the National Endowment for the Humanities.

Open 103 hours per week, the Library provides a pleasant environment for study with seating for 356 students. The reference staff provides assistance on a variety of subjects weekdays and most evenings, and conducts classes on library research methods. The Library also provides interlibrary-loan service through the nation-wide OCLC bibliographic database and offers searching of other on-line information sources. Several CD-ROM data bases are available in the reference area as well.

Also located in the Eggleston Library is the Fuqua International Communications Center. A state-of-the-art facility, the Center houses the newest electronic equipment to support learning. It maintains a collection of over 6,290 videodiscs, videotapes, compact discs, sound recordings, and computer software programs. Sixteen carrels and six viewing and listening rooms hold a variety of hardware for individual and group use. Two antennas for reception of satellite television broadcasts from around the western hemisphere add an international dimension to the Center.

SPECIAL PROGRAMS

APPALACHIAN SEMESTER PROGRAM

The Appalachian Semester Program is conducted at Union College, Barbourville, Kentucky. It is a unique interdisciplinary academic program in which junior and senior students from colleges and universities throughout the United States devote their full time to studying the Appalachian region—its strengths, problems, and challenges. The program includes nine hours of credit for upper-level courses and six hours for field work in a variety of disciplines. Field work may be either experiential learning of a regional nature in a local service agency or other institutional setting, or it may be directed study in the region at large. The program is designed to combine interdisciplinary classroom experiences and on-the-scene community experiences into a "living-learning" situation where total involvement of students and faculty may take place. Opportunities are provided to discuss with local and regional leaders assets and problems of the region, and field trips are coordinated with seminar discussions in order to involve participants on the spot with current regional issues. Applications should be made to Dr. Ortner.

APPLIED CHEMISTRY COOPERATIVE PROGRAM

Hampden-Sydney College and Virginia Polytechnic Institute and State University have established a cooperative program for students seeking careers in chemical engineering and/or applied chemistry, in which the student spends his first three years majoring in chemistry at Hampden-Sydney followed by his senior year in the Department of Chemical Engineering at VPI & SU. Upon satisfactory completion of the program, the student is awarded the B.S. in chemistry from Hampden-Sydney. A student completing the program is eligible to begin study for the M.S. in chemical engineering at VPI & SU, upon approval by that institution, in a program requiring two summers and one academic year.

Students interested in this cooperative engineering program should contact the program advisor, Dr. Porterfield.

LONGWOOD COLLEGE COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood College

under which full-time students at either institution may enroll in certain courses at the other institution without added expense. A list of approved Longwood courses is maintained by the Registrar. Application for a Longwood course is made through the Registrar at Hampden-Sydney, preferably during the Add period at the beginning of each semester. Students are registered on a space-available basis.

EXCHANGE

Hampden-Sydney College participates with Hollins College, Randolph-Macon College, Randolph-Macon Woman's College, Sweet Briar College, Mary Baldwin College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program is designed primarily for juniors to study for a semester or academic year at one of the other schools.

Purposes of the program are to broaden the educational opportunities of students and to provide a different campus environment.

Eligibility of the student to participate is determined by the home institution. Students who are interested should apply to the Registrar.

FOREIGN STUDY

Although Hampden-Sydney does not conduct its own academic-year study-abroad programs, Hampden-Sydney students are eligible to participate and earn academic credits in approved foreign-study programs sponsored by other colleges or educational organizations. These programs offer a variety of opportunities for study in Europe, Central and South America, South and East Asia, and the Middle East.

Students should have earned a minimum of 45 hours with a grade-point average of 2.3 at the time of undertaking foreign study. Ordinarily, foreign study is approved from the second semester of the sophomore year through the junior year.

To encourage and facilitate foreign study, the International Studies Committee approves foreign-study programs in three categories:

Endorsed programs

This is a select list of semester and academic year programs chosen for their compatibility with the College's goals and curriculum, students' living and classroom status at the host institution, and the location of the programs. Students are expected to take at least one course in the language (where the dominant language is not

English) and the culture of the host country. These programs are the principal foreign-study programs recommended to Hampden-Sydney students. Courses in these programs will be pre-approved by academic departments and by the International Studies Committee. A number of summer programs which are particularly suitable for Hampden-Sydney students are listed. The current listing of endorsed programs is available from the Office of International Study (Bagby 315).

Programs for Modern Language Majors

The Department of Modern Languages endorses certain programs for the purpose of satisfying the foreign-study requirement by its majors. These programs are endorsed for modern language majors and are not necessarily suitable for other students. Students should consult with the Chair of the Department of Modern Languages about these programs.

Supplementary Programs

Approval for participation in programs not specifically endorsed by the College must be arranged on an individual basis by interested students. The burden of demonstrating that a specific program fits the College's goals and is important to the student's educational program lies with the student. Students should contact the Chair of the International Studies Committee prior to applying to any program which is not on the current list of endorsed programs. Students will have to establish course equivalence with departments on an individual basis.

Application Process

Information about foreign-study programs is available from the Office of International Study (Bagby 315). Students should make foreign-study plans in consultation with their academic advisor and with the Coordinator of International Study, Ms. Rebeca Prell. Students should contact the Office of Financial Resource Counseling to consider the impact of foreign study on their financial aid. Hampden-Sydney students who are eligible for financial aid will be eligible to receive an amount based on the cost of the study-abroad program. Applications should be completed by November 15 for spring-semester programs or April 15 for fall-semester programs.

Transfer of Credits

Grades in courses taken by Modern Languages

majors in fulfillment of their major requirement for foreign study are computed as part of their grade-point average. Grades in courses taught in a foreign country by Hampden-Sydney professors and courses offered in a program in which Hampden-Sydney College has policy-making and administrative oversight (*e.g.*, the Virginia Program at Oxford) are also computed in the grade-point average. All other foreign study courses are considered for transfer credit. Any student who studies abroad is responsible for providing the Registrar's Office with transcripts of the work promptly on completion of the foreign study.

THE HONORS PROGRAM

The Honors Program is designed specifically for the man who has given evidence of a particularly high degree of intellectual curiosity, independence of thought, excitement about learning, and an appreciation of knowledge—for the sort of man who sparks the enthusiasm of his fellow students and elicits the best in his teachers. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and classmates. The size of Hampden-Sydney and its excellent faculty make it uniquely suited to provide a learning environment for this type of student.

The program consists of the following components (each an independent entity that can be elected separately): (1) *Introductory Honors* for freshmen, consisting of one course per semester for two semesters. Four-fifths of the student's academic work is taken in the broader curriculum of the College during this period. (2) *Departmental Honors* in the major, comprising a series of courses, independent studies, or tutorials organized around a central theme and culminating in a Departmental Honors project. Departmental Honors is available for junior and senior majors in all academic departments. Ordinarily, a student who wishes to pursue Departmental Honors must possess an overall academic average of at least 3.0 with an average of at least 3.3 in the department of his major. A student interested in Departmental Honors should contact the Chair of the appropriate department or the Director of the Honors Program.

Supervision of the Honors Program is the responsibility of the Honors Council, composed of an advising-teaching team of faculty and administrative officers of the College. Participation in Honors work is limited to demonstrably

superior students who either apply for membership in the program or are nominated by counselors or professors. Interested students should contact the Director of the Honors Program. Entrance into any phase of the program is subject to the approval of the Honors Council.

AREA CONCENTRATION IN INTERNATIONAL STUDIES

Students with a particular interest in international studies may elect to follow, in addition to the regular academic major, a coherent pattern of internationally oriented courses and related requirements leading to a special Certificate in International Studies. Requirements include (1) a minimum of ten courses from a broad list drawn from the humanities and the social and natural sciences, selected from a minimum of four departments, with no more than three of the ten from any single department; (2) a "capstone" course consisting of an independent study project and a one-credit-hour interdisciplinary seminar for all students involved in capstone projects, wherein participants will give frequent reports on their research; and (3) a summer, semester, or year of foreign study. Students should normally declare their intention to undertake this program by formal application at the end of the sophomore year. Interested students should consult the chair of the International Studies Committee of the faculty.

INTERNSHIPS

The faculty recognizes that learning takes place outside the classroom as well as in it, and that learning which involves both the classroom and the larger world may be especially valuable to the student. Therefore the faculty has endorsed the principle of allowing a student to receive academic credit for an internship related to his academic field of study. Internships combine work done normally in the summer before the student's senior year with ongoing course work and the production of a substantial research paper on a related issue. See page 65.

MARINE SCIENCE EDUCATIONAL CONSORTIUM

Hampden-Sydney College belongs to the Marine Science Educational Consortium (MSEC) of the Marine Laboratory of Duke University. This organization provides students who are preparing for careers in the marine sciences (or who as students of the liberal arts have strong interest in

the oceans) with training at a marine facility to fulfill their specialized goals. Through MSEC these students have priority access to formal courses and supervised research in the marine sciences.

Enrollment in the academic term-in-residence program will be limited to enhance the learning experience. Admission is made on the basis of the student's ability to complete the course of study. All students will be eligible for Duke University course credit. See Professor Anderson or Professor Werth for further information, including the Marine Laboratory Bulletin with its complete description of the facilities, faculty, and opportunities.

THE JAMES MADISON CONCENTRATION IN PUBLIC SERVICE LEADERSHIP

Intent on building upon its rich tradition of producing leaders, Hampden-Sydney has created a new academic program. The James Madison Public Service Concentration, in development since 1992 and now a formal course of study, is designed to prepare even more Hampden-Sydney graduates for significant roles in government.

Full-time students who wish to take this Concentration are required to complete Interdisciplinary Studies 375 (Leadership and Public Service in Constitutional Context) by the end of their junior year. This course is a three-credit-hour course that examines the historical, political, and ethical aspects of public service, as well as such practical issues as personnel management. The other courses required for the Concentration are Interdisciplinary Studies 376 (Public Service Internship), and at least three of the following: (1) Economics 231 (Financial Accounting), (2) Philosophy 304 (Ethics) or Religion 309 (Christian Ethics), (3) Political Science 230 (Introduction to American Public Administration), (4) Psychology 306 (Social Psychology) or Psychology 311 (Organizational Psychology), and (5) Rhetoric 210 (Public Speaking). In extraordinary circumstances, a student whose project can better grow from pure research can petition the Public Service Program Committee to pursue research in the place of an internship.

Those who wish to be considered for admission to the Concentration should have a GPA of at least 2.7 and must submit an application, including an essay, to the Director of the Public Service Program, Professor David Marion, by April 1 preceding the fall in which they wish to begin the program. Students who complete this

Concentration will have the fact noted on both their diplomas and their transcripts.

THE RHETORIC PROGRAM

The Rhetoric Program was established by the faculty in 1978. The purpose of the program is to assure that all graduates of the College are able to write clearly, cogently, and grammatically. In order to be graduated from Hampden-Sydney College, a student must satisfy all aspects of the Rhetoric proficiency requirement.

For students who need intensive training in basic writing and reading skills, the program is a three-course sequence, Rhetoric 100, 101, and 102; for other students, the program consists of a two-course sequence, Rhetoric 101 and 102.

Rhetoric 100 emphasizes basic sentence grammar, the elements of composition, and vocabulary and reading skills. If a student performs exceptionally well in Rhetoric 100, he may be exempted from Rhetoric 101 with the consent of the Director of the Program.

Rhetoric 101 teaches the mechanics of effective writing—from basic sentence patterns through paragraph development to the preparation of an effective paper. Entering students who write particularly well may be exempted from Rhetoric 101.

Only students who have scored four or five on the English Language and Composition examination of the College Board (see pp. 45-46) or transfer students who have earned six hours of credit in writing courses in another college and who pass the Rhetoric Proficiency Examination upon entering Hampden-Sydney College will be exempted from Rhetoric 102. All other students must take Rhetoric 102.

Rhetoric 102 focuses on the study and composition of the essay, with special attention to stylistic clarity and research techniques.

Each student must write the proficiency examination in Rhetoric at the end of his sophomore year. The examination is a three-hour timed essay; the completed essays are evaluated by readers drawn from the faculty at large.

If a student has not passed the timed Rhetoric Proficiency Examination after three attempts or has completed the equivalent of six semesters of enrollment without passing the examination, he will be enrolled during his next semester in a three-hour, non-credit course, Rhetoric 200: Proficiency Tutorial. In Rhetoric 200 a student will write three essays (8-10 pages each) under the tutelage of an instructor in the Rhetoric Program.

A panel of readers drawn from the faculty at large will evaluate the finished essays. If the essays are judged adequate, the student will have satisfied the College's requirement of proficiency in writing. If the essays are judged inadequate, the student must enroll in the course again.

Any student unable to demonstrate proficiency in writing either by passing the timed essay examination or by successfully completing the requirements of Rhetoric 200 will not be graduated from the College.

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

ROTC

Hampden-Sydney men may enroll in the ROTC program conducted at Longwood College as part of the Longwood College Cooperative Program. Application for Military Science courses is made through the Registrar at Hampden-Sydney, just as for any other course at Longwood. Such courses are recorded on the student's transcript. *However, Military Science courses do not count as hours toward graduation, nor are grades earned in them computed in the student's grade-point average.*

The ROTC courses offered at Longwood are:

- Military Science 101. *INTRODUCTION TO THE MILITARY.* A general introductory course which will broaden student knowledge of military structure and operation, customs and courtesies, rank structure, weaponry, threat structure, and maneuvers. No prerequisites.
- Military Science 201. *LEADERSHIP I.* An introduction to the basic concepts and skills required to become an effective leader of small groups. The case-study approach is emphasized in analyzing leadership in military, business, and other situations. No prerequisites.
- Military Science 202. *LEADERSHIP II.* An introduction to the concepts and skills required to effectively lead large groups and organizations. Emphasizes the case-study approach of analyzing leadership in military, business and other environments. No prerequisites.

Application for acceptance into the Advanced Course requires the nomination of the President of Hampden-Sydney College and acceptance into the Course by the Officer in Charge.

Freshmen may compete for three-year Army ROTC Scholarships which include 80% of

tuition costs and student fees, \$408 for texts and educational supplies, and \$100 per month (not to exceed \$1,000) for each year of the scholarship. Army ROTC scholarships are not related to family income and are awarded strictly on merit. Upon winning a scholarship the student must become a part of the ROTC program. For more information contact the Department of Military Science at Longwood College, Farmville, VA 23909, telephone (804) 395-2134.

SENIOR FELLOWSHIPS

In the spring of their junior year a group of men is selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal projects. That freedom normally includes the waiving of conventional curriculum requirements. Each Senior Fellow will work closely with an advisor in executing his program of study. Usually the Fellow is required to submit a year-end report of his efforts. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

Selection of the Fellows is made by the President on the recommendation of the Honors Council. The Council will provide general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Program during the first few weeks of the second semester. He shall include in his application the name of the faculty member who has consented to be his principal advisor and a detailed description of his project: what he proposes to do, why he wants to do it, and how he intends to achieve his purposes. Senior Fellows pay full tuition.

SPRING SHORT TERM

Hampden-Sydney conducts a one-month "short term" starting a week after Commencement. One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. These special summer courses carry regular academic credit. In addition, certain courses offered during the regular session are also offered during the Short Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the Short Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the Short Term in no way assures admission to a degree program at Hampden-Sydney College.

Credits earned during the Short Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students, grades and quality units will be calculated in the cumulative average after completion of a subsequent full semester. Acceptance of Short Term credits by other institutions depends on the policy of those institutions.

The maximum load that a student may carry during the Short Term is two courses (with any corequisite laboratories). Fees are charged by the course-hour. The application deadline is usually May 1.

Students may live in Hampden-Sydney dormitories, and all College facilities are available for their use.

WASHINGTON SEMESTER AND WORLD CAPITALS PROGRAMS

Hampden-Sydney College is one of approximately 100 colleges and universities participating in the Washington Semester and World Capitals Programs of American University in Washington, D.C.

The Washington Semester Program is designed to afford well-qualified students an opportunity to study American government in action, through courses in the School of Government and Public Affairs, and through direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with American University includes programs in Urban Affairs, Foreign Policy, Crim-

inal Justice, Economic Policy, American Studies, and Science and Technology. The Seminar of the Foreign Policy Semester brings the student into contact with government officials, policy planners, key legislators, foreign embassy personnel, and national defense officials, while course work is taken in the School of International Service. The Urban Semester involves work in urban management, civic problems, and contact with officials in the urban planning of Washington and surrounding communities. The Justice Semester introduces students to activities at all levels of government to provide a realistic picture of executive department implementation of crime-related legislation, federal investigative agencies, and the role of the federal court system in the administration of law. The Washington Science and Technology Semester includes seminars, field study, and research intended to promote insight into the present state of science and technology in specific national problem areas, such as energy policy.

Each program has three components:

The Seminar (8 credit hours) consists of both required readings and discussions among students, faculty, and invited speakers. Seminar sessions are held every week at either American University or the offices and committee rooms of the community participants.

The Internship (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study. Internships are available in both the public and the private sectors.

The Research Project (4 credit hours) gives students latitude for independent research in subjects and issues of personal interest. Guidance is provided by the director of the program.

Only a few Hampden-Sydney students are accepted each semester. Student applicants must be seniors, juniors, or second-semester sophomores at the time of their participation in the Program. *Applicants must possess a cumulative grade average no lower than the line between B and C (2.5 on a 4-point scale) to be considered for admission.* Nominations are made in early October and March for succeeding semesters. Application procedures are announced twice a year.

Successful nominees pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

The World Capitals Program offers semester-long academic work in such cities as Beijing, Brussels, Buenos Aires, London, and Vienna.

Interested students should contact Dr. David E. Marion of the Department of Political Science for further information.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

It is solely the responsibility of the candidate to make sure he meets all of the stated requirements for his degree.

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts or, for a student majoring in the natural sciences who requests it, a Bachelor of Science degree.

PROFICIENCY REQUIREMENTS

Proficiency in Rhetoric may be demonstrated by passing Rhetoric 101 and 102 (unless exempted) plus passing the Rhetoric Proficiency Examination or Rhetoric 200. Proficiency in a foreign language may be demonstrated by passing two three-hour courses at the 200-level or one at the 300-level. Both proficiencies are required.

DISTRIBUTION REQUIREMENTS

Unless otherwise stated, appropriate courses can be used to satisfy both the distribution requirements and major requirements. Foreign language literature courses can satisfy the Humanities distribution requirement in literature as well as the language proficiency requirement. Otherwise, courses taken to satisfy proficiency requirements may not be used to satisfy distribution requirements.

A list of the distribution requirements follows:

A. Natural Sciences and Mathematics (Four Courses)

1. Natural Sciences: two courses, chosen from two departments, including at least one (with corequisite laboratory) from among Biology 101; Chemistry 110; Astronomy 105 or 106; Physics 111 or 131.
2. Mathematics: one course from among Mathematics 121, 130, 140, 141, 142, 222,

231, 242, 243.

3. One additional course outside the department of the major.

B. Social Sciences (Three Courses)

1. History and Political Science: one course from among History 101, 102, 111, 112; Political Science 101, 220. (If used to satisfy the History and Culture requirement, History 101 and 102 may not be used to satisfy the Social Sciences requirement.)
2. Economics, Psychology, Sociology: one course from among Economics 101, Psychology 101, Sociology 201.
3. One additional course outside the department of the major.

C. Humanities (Seven Courses)

1. History and Culture: Humanities 101-102 or History 101-102 (two-course sequence required). (History 101 and 102 may not be used to satisfy the History and Culture requirement if one of them is used to satisfy the Social Sciences requirement.)
2. Philosophical and Religious Thought: one course from among Philosophy 201, 202, 301, 302, 304; Religion 101, 102, 103.
3. Literature: one course from among Classical Studies 203, 204; English literature courses; Classical and Modern Language literature courses at the 300-level and above.
4. Fine Arts: one course from among Fine Arts 103, 105, 110, 111, 207, 302.
5. Two additional courses outside the department of the major.

CREDIT HOURS REQUIREMENT

Required for graduation is the successful completion of enough course work to total 120 semester hours of credit. A semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for a laboratory which meets two and one-half hours per week for the semester.

MAJOR REQUIREMENT

Required for graduation is the successful completion of a major in one of Hampden-Sydney's academic departments.

The purpose of the major is to afford students the opportunity to study a particular subject in depth. It is intended to complement the broad education provided by proficiency courses, distribution requirements, and electives.

Students must ordinarily notify the Registrar of their choice of major before the end of their

fourth semester.

If a student's interests change, it is possible to change his major while he is an upperclassman.

MAJORS

A student must elect to major in one of the following disciplines or groups of disciplines:

Biology-Chemistry	Latin
Biology	Management Economics
Biology-Physics	Mathematics
Chemistry	Mathematics and
Chemical Physics	Computer Science
Classical Studies	Mathematics and
Economics	Natural Science
Economics with Mathematics	Philosophy
English	Physics
French	Political Science
German	Psychology
Greek	Religion
Greek and Latin	Religion and Philosophy
History	Spanish
Humanities	

The requirements for each of these majors may be found in the section on Course Offerings.

RESIDENCE REQUIREMENT

Required for graduation is a minimum residence of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

QUALITY REQUIREMENT

Required for graduation is a grade-point average of 2.0 or better on work taken at Hampden-Sydney or in cooperative programs. The grade-point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein. (See the explanation of quality points on p. 37.)

PART-TIME ENROLLMENT

With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than twelve hours of academic credit in a semester. Part-time

students are not normally permitted to live in dormitories. A student who begins a semester as a full-time degree candidate enrolled in twelve or more hours of classes and who subsequently reduces his enrollment to fewer than twelve hours is not entitled to part-time status or fees, or to special-student status or fees.

Further information about part-time status may be obtained from the Office of the Dean of the Faculty.

Fees are \$442 per credit hour for the first eleven hours. Students carrying at least 12 hours each semester are considered full-time.

Fees:

Hours	Fee	Hours	Fee
1	\$442	7	\$3,094
2	\$884	8	\$3,536
3	\$1,326	9	\$3,978
4	\$1,768	10	\$4,420
5	\$2,210	11	\$4,862
6	\$2,652		

SPECIAL STUDENTS

With the permission of the Dean of the Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than seven hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admission procedure.

Further information about special-student status may be obtained from the Office of the Dean of the Faculty.

INTERNATIONAL BACCALAUREATE

A student who achieves a score of six or seven on an International Baccalaureate Examination will receive three to six hours of academic credit and/or exemption from the corresponding proficiency and distribution requirements. Granting of credit or placement for a score of five will be at the discretion of the department. A student who chooses to take a course for which he has been granted international baccalaureate credit will not receive additional credit.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or at another accredited institution may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth-year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chair of the major department.

THE ADVISING SYSTEM

When a student enters Hampden-Sydney, he is assigned to an advisor. Students are required to consult the advisor before registering for classes each semester, and they are urged to seek consultation whenever an academic or personal problem warrants counsel.

Advisors are paired with incoming freshmen several months before their arrival at college. New students thus have available to them the advisor's assistance in matters such as electing freshman courses.

The advisor supervises the student's fulfillment of core and proficiency requirements, provides help in understanding academic policies and grades, recommends and approves course selections appropriate to the student's background and educational interests, and, in general, oversees his academic program.

All entering students are required to take an advising seminar run by their advisors with the assistance of student peer advisors. The purpose of the seminar is to introduce the student to life at a liberal arts college and to the free discussion of ideas. Entering students meet weekly with their advisors and peer advisors in the seminar, at other times as the student's academic or personal situation may demand, and occasionally for social events. In other semesters the advisor and student continue to meet, though not in a regularly scheduled seminar.

In the spring of the sophomore year, when a student declares his major subject, he is assigned to the major department for subsequent advising. Later in the spring semester each sophomore is asked to consult with his new advisor and plan a coherent program for the junior and senior years. The advisor may give guidance to the student in the choice of graduate study or vocational opportunities.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Honor Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable suspension or dismissal. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating;

plagiarism; lying; stealing; forgery; intentionally passing a bad check; knowingly furnishing false information to the College; failing to report Honor Code violations; altering or using College or other documents or instruments of identification with intent to defraud or deceive; taking a book or other library materials out of the library without checking it, or them, out at the desk; removing any section of library materials, such as tearing or cutting out a page, or parts of a page; and unauthorized access to or use of College computer files, including attempts to gain unauthorized access or use. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

Students convicted of an infraction of the Honor Code that involves a course will receive the grade of F in that course.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places at all times.

Further details about the Honor System and the Code are published in *The Key, Hampden-Sydney College Student Handbook*.

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ACADEMIC REGULATIONS

Academic rules, regulations, practices, and procedures are fundamental to the total educational program at Hampden-Sydney College. Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

Grades	Quality Points per semester hour
A	Excellent 4
A-	3.7
B+	3.3
B	Good 3
B-	2.7
C+	2.3
C	Fair 2
C-	1.7
D+	1.3
D	Poor 1
F	Failure 0
W	Withdrew or Withdrawn 0
WF	Withdrew Failing or 0
	Withdrawn Failing
I	Incomplete 0

GOOD ACADEMIC STANDING

A student who at the end of any semester has an accumulated grade-point average below 2.00 or who has fewer accumulated hours than listed below is not in good academic standing.

Semester	1	2	3	4	5	6	7	
Hours	12	26	41	57	73	89	105	

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

1. A student whose cumulative grade-point average falls below the following standards will be placed on academic probation:

Effective Semester in College	1	2	3	4	5	6 or more
Accumulated Grade-Point Average	1.2	1.5	1.7	1.85	1.95	2.00

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the Faculty, marked improvement in his academic performance or evidence of an honest effort at improvement.

3. A student on academic probation who falls below the following standards will be suspended from enrollment:

Effective Semester in College	1	2	3	4	5	6	7	8	9
Grade-Point Average	-	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9

4. A student who receives a grade of F in more than 50% of the hours he has attempted in any one semester will be suspended from enrollment.

5. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation. A student who returns after an academic suspension will ordinarily be held accountable to the standards pertaining to probation and discretionary suspension (as described in regulations 1 and 2 above) applicable to the semester at the end of which he was suspended, thus dropping back one semester relative to the requirements specified in those standards. This status will not be changed by transfer credit of up to ten hours earned between suspension and readmission. However, the standards pertaining to mandatory suspension (as described

under regulation 3 above) will remain as stated. 6. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

ACADEMIC COUNSELING

A student on academic probation is required to enter the Study Skills Program as a condition of continuing enrollment in the College.

READMISSION STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for readmission. He should contact the Admissions Office for the proper forms and for information regarding readmission. The student's application will be considered by the Faculty Admissions Committee, which will review his academic record and citizenship at Hampden-Sydney (and in some cases his secondary school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and it is up to the applicant for readmission to demonstrate convincingly that he should be readmitted. The Admissions Committee is in no way obligated to readmit any student, no matter what the circumstances of his withdrawal or the terms of his suspension.

GRADE REPORTING

At the end of every semester a grade report is sent to each student.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the Incomplete is given. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

A student who receives a grade of Incomplete for the spring semester, who, as a result, is potentially subject to suspension, and who wishes to enroll in Short Term, has until the fifth day of Short Term to complete the work for which he has received the grade of I (Incomplete). If such work has not been completed by the fifth day, or if the work is completed and the resulting cumulative academic record warrants suspension, the student shall be withdrawn from any Short Term

courses in which he is enrolled and any tuition paid will be refunded.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course but will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course before the end of the drop period.

REPEATING COURSES

A student may repeat once any previously passed course. The student, however, will receive credit for the course only once. The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course is taken and will be included in the computation of the student's cumulative grade-point average. (A student may repeat a course previously failed until he passes it.)

DEFICIENCY REPORTS

If at mid-semester a professor thinks a student is doing unsatisfactory work, the professor sends him a deficiency report. The report includes a statement of the student's grade at mid-term, as well as reasons why his work is poor. Copies of the report are sent to the parents of freshmen and first semester sophomores, his advisor, and the Dean of the Faculty. A student who receives a deficiency report is expected to consult his advisor and the professor who issued the report, and to take action to improve his academic performance.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at least a 3.3 grade-point average that semester, for at least 15 credit hours of work.

GRADUATION WITH HONORS

Graduation with honors shall be accorded to students who meet the following requirements: *summa cum laude*—a grade-point ratio of 3.7; *magna cum laude*—a grade-point ratio of 3.5; *cum laude*—a grade-point ratio of 3.3.

For honors in a particular department, see the Academic Program section of this catalogue.

TRANSFER CREDIT

A student transferring college credit from another institution must have earned a grade of C or better for each course accepted for credit. No quality points are given.

Credits are allowed only for courses which are equivalent to those available at Hampden-Sydney and which are not being presented toward a degree at any other institution. No credit will be given for correspondence courses.

Credits earned at another institution may be used to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted by the appropriate Hampden-Sydney department chairman.

SUMMER SCHOOL CREDIT

Subject to departmental approval, Hampden-Sydney accepts hours earned for courses taken in summer school at a four-year accredited institution, if the grade earned is C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade-point average is unaffected.

FRESHMAN REGISTRATION

Each new student will register for first semester courses during the summer before he enrolls. He will consult with his advisor and send a list of requested courses to the Registrar.

ADDING AND DROPPING COURSES

1. Courses may not be added after the first week of classes in any semester.
2. With the consultation of the advisor and instructor, students may drop courses without penalty during the first seven weeks of the semester. Courses dropped during the first week of classes will not appear on the student's permanent record. Students may drop courses without charge during the first five days of each semester. A \$5.00 fee will be charged students for each course dropped after the fifth day of each semester.
3. A student hopelessly deficient in one subject may, with the permission of the instructor, advisor, and Registrar, drop that course after the deadline for withdrawing. The grade for the semester will be recorded as WF.
4. Specific deadlines for withdrawing from courses are given in the Academic Calendar.

COURSE-LOAD REGULATIONS

Every student needs to carry a course load of 15-

16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation.

Every student must carry a minimum course load of 12 hours each semester. To take fewer than 12 hours the student must receive the permission of his advisor and the Dean of the Faculty. No student may take more than 19 hours in any semester without special permission of the Executive Committee of the Faculty.

CLASS ATTENDANCE

Since a college education is given direction by work in the classroom, class attendance is essential.

Freshmen are permitted one unexcused absence from class for each credit hour earned by passing the course. Professors will inform upperclassmen at the beginning of each semester what attendance is expected of them.

When a professor believes that a student's absences are damaging his work, he may have the Dean of Students notify the student by mail. This notice constitutes a final warning. If the student continues to miss classes, the professor may have the student removed from the class, and the student may receive a grade of WF for the course.

More detailed information about class attendance policies and practices may be found in the current edition of *The Key: Hampden-Sydney College Student Handbook*.

EXAMINATIONS

Final examinations are held at the end of each semester. Final examinations may be given only during the regularly scheduled examination period unless one of the following exceptions applies:

- If a student has two courses scheduled for final examinations at the same time, he should reschedule one examination in consultation with the professors.
- A student may reschedule afternoon examinations to the study days or to other days acceptable to the professors involved in order to avoid having more than two final examinations on any two consecutive days.
- When more than one section of a course is taught by the same professor, students may take the examination with any section the professor approves. Approval, however, must be obtained before the beginning of the examination period.
- A professor may move an examination to an earlier period in the examination schedule if all

the students in the course agree. No final examination may be given before the first day of the examination period (with the exception of Rhetoric courses).

- A student who desires to take a final examination outside the regularly scheduled period for some reason other than those specified above must obtain the permission of the Dean of the Faculty. If the Dean of the Faculty grants permission, the student must pay a \$5.00 fee to the Business Office.

RE-EXAMINATIONS

A senior who has been doing passing work in a course prior to examination week of his *final* semester but who fails the final examination may, upon the recommendation of the professor concerned and the approval of the Dean of the Faculty, be granted a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which may be no higher than D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College he must have the approval of the Dean of the Faculty and the Dean of Students. A student resigning on or after December 1 in the first semester or April 15 in the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

LEAVE OF ABSENCE

Students who have been at Hampden-Sydney for at least a semester can apply to the Office of the Registrar for approval of a leave of absence. Students who are granted such leaves will be guaranteed readmission, provided that they confirm re-enrollment and pay a reservation deposit of \$500 by April 1 (for the fall term) or November 1 (for the spring term). Candidates for leave of absence may not be on academic probation, nor have any disciplinary or honor violations pending against them. Deadlines for applying for such leaves are December 1 during the fall term and April 15 during the spring term. The maximum leave will be one year. Students who do not comply with the conditions governing leave of absence will be obliged to reapply for admission through the Admissions Office.

EXCLUSION FROM COLLEGE

College authorities reserve the right to exclude at

any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney a student with learning disabilities or perceptual handicaps should make himself known to the Dean of Freshmen and supply the Dean with documentation of his particular disability. Subject to the approval of the Dean of the Faculty, the Dean of Freshmen, together with the student's advisor, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements. The policies relating to learning disabilities can be obtained from the Dean of the Faculty or the Dean of Freshmen.

Note: These academic regulations may be modified in individual cases by action of the Executive Committee of the Faculty.

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ACADEMIC CALENDAR (1994-1995)

First Semester

August
25 Thursday—Freshmen and Transfers report
28 Sunday—All other students report
29 Monday—Classes begin

September

5 Monday—Last day of Add Period

October

5 Wednesday—Deficiency reports due in Registrar's Office
14 Friday—Last day of Drop Period for all students
17 Monday—No classes*
18 Tuesday—No classes*
25 Tuesday—Rhetoric *Proficiency* Examination

November

4 Friday—Close of registration for spring courses
22 Tuesday—Thanksgiving break begins after classes
28 Monday—Classes resume

December

9 Friday—Last day of classes
10 Saturday—Study day**
11 Sunday—Study day
12 Monday—First day of final examinations
14 Wednesday—Study day
17 Saturday—Last day of final examinations

Second Semester

January
10 Tuesday—All students report
11 Wednesday—Classes begin
18 Wednesday—Last day of Add Period

February

22 Wednesday—Deficiency reports due in Registrar's Office

March

1 Wednesday—Last day of Drop Period
10 Friday—Spring break begins after classes
20 Monday—Classes resume
28 Tuesday—Rhetoric *Proficiency* Examination

April

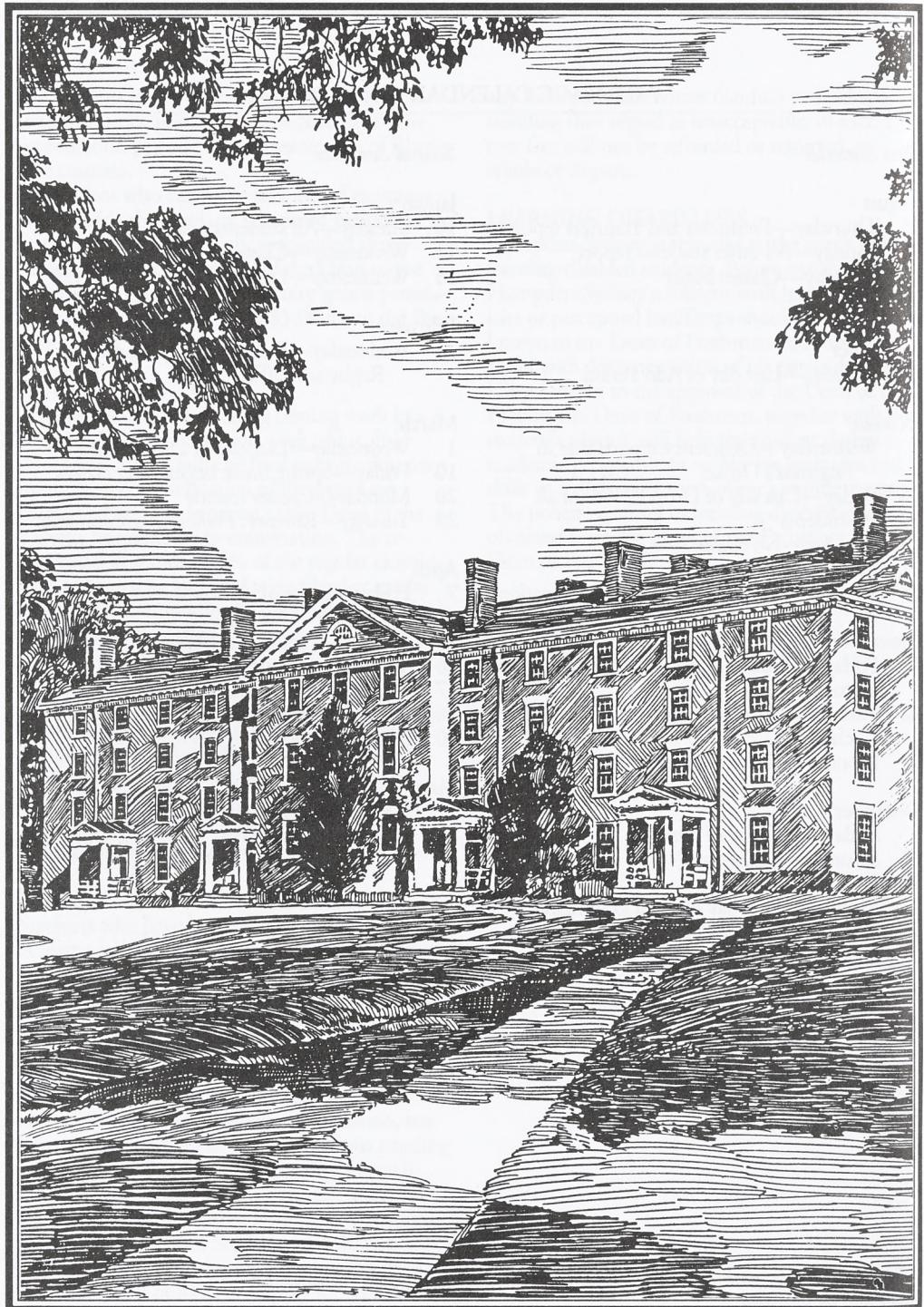
7 Friday—Close of registration for fall courses
25 Tuesday—Last day of classes
26 Wednesday—Study day**
27 Thursday—Study day
28 Friday—First day of final examinations
30 Sunday—Study day

May

3 Wednesday—Last day of final examinations
7 Sunday—Graduation

* For students who wish to remain on campus October 15 through 18, residence halls will remain open and meals will be provided.

** Rhetoric 101-102 final examinations will be scheduled on the first study day of each semester.



CUSHING HALL (1824, 1833)



Admission Requirements

Young men considering Hampden-Sydney should write or call the College in order to secure a copy of its *Candidate's Guide*. All applicants for admission to the College are automatically provided with a copy of Hampden-Sydney's *Academic Catalogue*, which is the official publication of the College.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college-preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a laboratory course), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of mathematics are recommended. The records of successful applicants often include examples of impressive school and community extra-curricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the SAT-I: Reasoning Test, given by the College Entrance Examination Board, or the ACT, given by the American College Testing Program. The College also strongly recommends the submission of scores from three SAT-II: Subject Tests, two of which should be in Writing and Mathematics. The following examination dates are suggested for all candidates:

- *Junior year*: Preliminary SAT (PSAT/NMSQT) in October; SAT-I: Reasoning Test or ACT in March; SAT-II: Subject Tests in May. Students may choose to take these tests for practice, for Early Admission, for Early Decision, or for Regular Admission.

- *Senior year*: SAT-I: Reasoning Test in November or ACT in October or December; SAT-II: Subject Tests in December or January. Applicants do not have to take these tests again if they are satisfied

with the scores they previously attained.

For further information on these tests, candidates are encouraged to contact their secondary-school guidance department or write to College Entrance Examination Board, Princeton, New Jersey 08541 (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program, Iowa City, Iowa 52243 (the ACT code number for Hampden-Sydney College is 4356).

APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it must contain an Application for Admission (together with a non-refundable \$30.00 application fee), a transcript of grades obtained in secondary school (and any previous colleges for transfer applicants), one teacher recommendation, and the results of the candidate's SAT-I or ACT and SAT-II Tests.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office (800-755-0733). The Office is located on the second floor of Graham Hall and is open year-round from 8:30 a.m. to 5:00 p.m., Monday through Friday, and on Saturday from 9:00 a.m. until noon by appointment during the academic

year. A guide, with complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

ACCEPTANCE PLANS

Hampden-Sydney has three acceptance plans: Early Admission—the student enters the College after three years of high school; Early Decision—the College mails each candidate his acceptance or deferral notification on December 15 of his senior year; and Regular Admission—the College notifies candidates between March 1 and April 15.

Early-Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of secondary school to prepare for college. Under the Early-Admission Plan, qualified candidates whose credentials are received by July 1 after their junior year will receive an acceptance or deferral no later than July 31. Availability of space could be a determinant in the College's willingness to consider Early-Admission candidates.

Candidates applying under the Early-Admission Plan must have earned a high school diploma or present official evidence in writing that a diploma will be forthcoming upon the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early-Admission candidates elect to take the college admission tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

Early-Decision Plan

The Early-Decision Plan is reserved for the freshman candidate whose *first choice* of college is Hampden-Sydney. Candidates for admission under this plan should file a completed application on or before November 15. In return for the benefit of having notification mailed on December 15 (two and one-half months before the regular decision announcement period begins), the Early-Decision candidate agrees to enroll at Hampden-Sydney if he is accepted. Also, if accepted, he will be expected to notify Hampden-

Sydney by January 2 of his intention to enroll. He must also agree not to apply elsewhere after confirming his enrollment. There are no rejections under the Early-Decision Plan. The student is either accepted or deferred. (The deferred applicant then receives thorough, unbiased consideration under the regular plan. The deferred candidate is also free to apply to other colleges.)

The Early-Decision candidate must send his completed application and fee to the College postmarked on or before November 15. His secondary-school transcript, recommendations, and SAT:I or ACT scores must be received by December 10. (If the student is accepted, the College agrees not to require him to take further admission tests.) Financial-aid applicants must complete the Financial Evaluation Form (supplied by the College) and submit it to the Office of Financial Resource Counseling by November 15, preferably much earlier.

Regular-Admission Plan

Candidates choosing the Regular-Admission Plan should submit their applications to the College as early as possible in their senior year. Hampden-Sydney maintains an official application deadline of March 1. Applications received after that date will be considered only on a space-available basis. Students are notified of the Faculty Admissions Committee's decision between March 1 and April 15. Accepted applicants are expected to confirm their places in the incoming class by May 1.

TRANSFER STUDENTS

Transfer Students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter, however, in either the fall or the spring semester of other years.

Besides the required secondary-school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee will also consider the secondary-school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1. Those interested in second-semester admission should

SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Admission (after three years of secondary school)</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Regular Admission</i>
<i>Application and fee due:</i>	<i>Postmarked on or before July 1 after junior year</i>	<i>Postmarked on or before November 15 of senior year</i>	<i>Postmarked on or before March 1 of senior year*</i>
<i>Other credentials due:</i>	<i>By July 15 after junior year</i>	<i>By December 10 of senior year</i>	<i>By March 15 of senior year</i>
<i>SAT: I or ACT tests taken:</i>	<i>Before May of junior year</i>	<i>In junior year</i>	<i>Before February of senior year</i>
<i>Notification of decision sent to applicant:</i>	<i>By July 31 after junior year</i>	<i>Mailed on December 15 of senior year</i>	<i>Between March 1 and April 15 of senior year</i>
<i>Reservation deposit due:</i>	<i>Within three weeks</i>	<i>January 2</i>	<i>May 1</i>

**Freshman candidates considering applying after March 1 should contact the Admissions Office to determine the availability of space.*

apply by December 1.

Hampden-Sydney normally offers junior-year standing to students holding an A.A. degree in liberal arts subject matter from an accredited community or junior college. A 3.0 (B) or higher grade-point average is usually required for automatic junior-year standing. Up to, but not exceeding, 60 credit hours may be given for course work similar to that offered by Hampden-Sydney for students applying under this category.

A student from another institution must have earned a grade of "C" or better in all courses which he presents for transfer. Credit will normally be awarded only for those courses equivalent to courses offered at Hampden-Sydney College.

A transfer student must meet all of Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college work or after matriculation at Hampden-Sydney. The Registrar or a member of the Admissions staff will be happy to review a student's transcript and advise him concerning transfer credits and the

College's requirements.

The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer, or if his previous college work fails to show promise of success at Hampden-Sydney.

Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the Rhetoric Proficiency Examination at the beginning of their first semester of residence.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive six to eight hours of academic credit and exemption from corresponding proficiency and distribution requirements. Exemptions from requirements for the academic major will be determined by the appropriate department (*see chart below*). Granting of credit or placement for a score of three will be at the discretion of the department. A student who

chooses to take a course for which he has been granted advanced placement will not receive additional credit.

ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

<i>AP TEST</i>	<i>Hours Credit</i>	<i>Places out of</i>	<i>Distribution or Proficiency</i>
American History	6	History 111-112	Social Science
Art History	6	Fine Arts 201-202	Humanities
Biology	8	Biology 101-102	2 Natural Science Units, with lab
Calculus AB	8	Mathematics 141-142	2 Natural Science Units
Calculus BC	8	Mathematics 141-142	2 Natural Science Units
Chemistry	7	Chemistry 110-120	2 Natural Science Units, with lab
Computer Science A		See Department Chair	See Department Chair
Computer Science AB		See Department Chair	See Department Chair
English Composition & Language	6	Rhetoric 101-102	Rhetoric
English Composition & Literature	6	No equivalent course	2 Humanities & Literature Units
European History	6	History 101-102	Humanities or Social Science
French Language	6	French 201-202	Language
French Literature	6	French 301-302	Language & Literature
German Language	6	German 201-202	Language
Government & Politics (Comparative)	3	Political Science 220	Social Science
Government & Politics (United States)	3	Political Science 101	Social Science
Latin (Vergil)	6	Latin 201-202	Language
Latin (Literature)	3	Latin 301	Language & Literature
Macroeconomics	3	No equivalent course	Social Science
Microeconomics	3	Economics 101	Social Science
Music Theory	6	Fine Arts 211-212	Fine Arts
Physics B	4	Physics 111	1 Natural Science Unit with Lab
Physics C (Mechanics)	4	Physics 131	1 Natural Science Unit, with lab
Physics C (Electricity & Magnetism)	4	Physics 132	1 Natural Science Unit, with lab
Spanish Language	6	Spanish 201-202	Language
Spanish Literature	6	Spanish 301-302	Language & Literature

FOREIGN STUDENTS

Hampden-Sydney is committed to the recruitment of foreign students. Special application forms are available from the Admissions Office for:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by December 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary-school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

TRANSPORTATION TO THE CAMPUS

Prospective students arriving by mass transit in the three metropolitan centers near Hampden-Sydney (Lynchburg, Richmond, and Charlottesville) can make arrangements through the Admissions Office for personalized transportation to the College. A student must call the Admissions Office (800) 755-0733, at least one week in advance of his visit, with information on where and when he will be arriving. The charge for each trip is \$35.00 (round trips would, therefore, be double). Payment to the driver takes place at the time of the trip.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the Student Health Service before matriculation.

Any questions concerning admission to the College should be directed to the Office of Admissions, P.O. Box 667, Hampden-Sydney, VA 23943; (800) 755-0733 or (804) 223-6120. FAX (804) 223-6346.

NON-DISCRIMINATORY POLICY STATEMENT

Hampden-Sydney College, while exempted from Subpart C of the Title IX regulation with respect to its admissions and recruitment activities, does not discriminate on the basis of race, color, sex, religion, age, national origin, handicap, or veteran status in the operation of its education programs and with respect to employment.

For information on this non-discrimination policy, contact Barbara Armentrout, Personnel Office, Box 127, Hampden-Sydney College, Hampden-Sydney, VA 23943, (804) 223-6220.

EXPENSES

FIXED EXPENSES

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 75% of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from alumni, friends, and foundations.

Expenses* and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.

1994-95

Comprehensive Fee	\$13,218
Student Activities Fee	150
Room Rent - Double Occupancy:	
Cushing	1,837
Music, Blake, Beta, AXE, Hart, & Whitehouse Bsmt.	1,903
Alpha, Venable, Carpenter, Hampden Units & Whitehouse	2,058
Room Rent - Single Occupancy:	
Cushing	2,112
Music, Blake, Beta, AXE, Hart, & Whitehouse Bsmt.	2,188
Alpha, Venable, Carpenter, Hampden Units & Whitehouse	2,368
Room Rent - College-owned	
Fraternity Houses	1,903
Board	2,870
Telecommunications Fee	
(single)	441
(double)	260
Special Fees:	
Course Overload,	
per credit hour (over 19)	442
Special Students,	
per credit hour (fewer than 12)	442
Damage Deposit	200
1st Reissue of Student I. D.	10
2nd Reissue of Student I. D.	15
Late Enrollment	50
Graduation Fee	100
Late Payment Fee	25
Parking Permit/Registration Fee	100
Post Office Box Rental	5

*The College reserves the right to increase charges without prior notice.

EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care at the Student Health Service, excess accident and hospitalization insurance for intercollegiate sports participants, admission to athletic events held on the campus, student publications, and other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

The Student Activities Fee provides support to student activities and organizations. Funds are distributed to the Student Finance Board and College Activities Committee. This fee is charged 50% for each semester and is non-refundable.

Room Rent in the residence halls covers cost of occupancy and utilities. Freshmen live in Cushing Hall, Whitehouse (North, South, East, and West houses), B Hall, C Hall, Venable Hall, Blake D and Carpenter House X. All other students live in the Hampden House Units, Whitehouse (North, South, and West Colonnades), D Hall, E Hall, F Hall, Hart House, Blake E, Music, Venable, Carpenter House X, Carpenter House Y, and fraternity houses.

Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. He must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

All students—except day students, those residing off campus, those residing in private homes on campus and married students living with their spouses—are required to board in the Commons. If a student has a serious medical problem relating to diet, he may request that the College waive the boarding requirement. He must submit a specific diet recommended by his physician to the Dean of Students, who will consult with the food service manager. If the food service cannot reasonably meet the dietary requirements, the Dean of Students may waive the board requirement if the student can meet his dietary needs in an otherwise satisfactory manner.

The Telecommunications Fee provides state-of-the-art telephone, voice mail, cable television, and FM radio. In the future, data capabilities will be extended to all student rooms. This fee is charged 50% for each semester and is non-refundable.

Students who by special permission of the Executive Committee of the faculty are taking more than 19 hours of course work in a given

semester must pay an overload fee for credit hours above 19.

In the senior year there is payable by January 1 a graduation fee of \$100.00, which covers the cost of the diploma and cap and gown for the Commencement functions.

PAYMENT OF FEES

Fifty percent of all charges is payable by August 1; the balance (50%) is due by January 1.

If an account is not paid by the due date, a late payment fee of \$25.00 is assessed. The College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Business Affairs and Treasurer have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issue of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Business Affairs and Treasurer. However, such deferment involves interest charges on the balance outstanding.

Students who fail to matriculate on the day scheduled are charged a \$50.00 late enrollment fee. This fee may be excused by the Dean of Students if the reason for late matriculation is beyond the student's control. Students are required to call the Dean of Students' Office if they will be unable to matriculate on the scheduled day.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office.

RETURN OF FEES

Hampden-Sydney College complies with all federal regulations governing recipients of federal Title IV funds. For all other cases, the following institutional policies apply.

For voluntary withdrawals before matriculation, all tuition, room rent, and board fees paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs) will be refunded, less the \$300 advance deposit required of all newly accepted students, if written notice is presented to the Vice President for Business Affairs and Treasurer by the matriculation date.

For voluntary withdrawals after matriculation, 80% of tuition and fees paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs), less the \$300

advance deposit required of all newly accepted students, will be refunded to those who deliver written notification of their withdrawal to the Vice President for Business Affairs and Treasurer or the Dean of Students during the period between the date of matriculation up to and including the seventh calendar day after the first day of classes. During the period from the eighth calendar day after the first day of classes up to and including the twenty-eighth calendar day after the first day of classes, a refund of 40% of tuition and fees will be made. After that date no refunds of tuition and fees will be made except for medical reasons as noted below. The date of withdrawal shall be the date on which written notice is delivered to the appropriate College official.

A pro-rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

After matriculation there is no refund of room rent, activities fee, or telecommunications fee.

There is no refund of tuition, room, or board for students who are suspended or expelled for disciplinary reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro-rata refund of tuition will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and loan funds and federal and state grants and loan funds are made in equal amounts each semester.

OBLIGATIONS OF GRADUATING SENIORS

A graduating senior who has any outstanding financial obligations to the College (unpaid fees, disciplinary or library fine, bookstore bill, lost library book charge, etc.), or who has not had his required Perkins Loan or Teaching Loan exit interview with the Director of Financial Resource Counseling, will not receive his diploma at Commencement. He will be allowed to march in the Commencement exercises and will receive a facsimile of a diploma, but the diploma will be held in the Business Office until all obligations have been met. Final semester grades and transcripts will also be held until obligations have been met.

Seniors will be notified of this policy well in advance of Commencement. In addition, approximately two weeks before Commencement seniors with outstanding obligations will be sent a notice

specifying any obligations to be met; preparation of the notice will be coordinated by the Business Office, in cooperation with other offices of the College.

It will be the responsibility of each senior to make sure that all obligations are met in a timely manner. The deadline for payment of financial obligations will be noon on the Friday preceding Commencement.

INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents, guardians, or students are urged to consider a floater on their insurance policy to cover such possessions.

HEALTH INSURANCE

All students are encouraged to have primary health insurance coverage. Students must check their present policy to insure that they are covered currently and that coverage will continue concurrently with their attendance at Hampden-Sydney College. Students are responsible for all medical expenses except for those services received at the Student Health Service without charge.

Please note that no student may participate in any intercollegiate athletic program until valid and collectible primary health and accident insurance is verified. Proof of adequate insurance coverage must be provided by all students prior to participation on any intercollegiate team. This primary health and accident policy must remain in force during the entire period the student is participating in intercollegiate sports activities. Lapse of coverage will disallow participation in intercollegiate sports until the policy has been reinstated. Hampden-Sydney College does carry a supplemental, standard accident insurance policy for its intercollegiate varsity athletes. However, that policy may not cover all expenses incurred from an athletic injury. Please call the Student Health Service or the Business Office for additional information concerning this coverage.

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FINANCIAL AID

The purpose of Hampden-Sydney College's financial-aid program is to provide assistance to those students whose families' resources are insufficient to meet College expenses and who would otherwise be unable to attend. Entering students who wish to be considered for financial aid must complete two forms—the Free Application for Federal Student Aid (FAFSA) to determine eligibility for federal programs and the Financial Aid Form (FAF) for consideration for College funds. Both forms may be obtained from the high school guidance office or from Hampden-Sydney's Office of Financial Resource Counseling. The FAFSA and the FAF should be completed by the parents and student after January 1 and mailed before March 1 to the address specified in the instructions. Hampden-Sydney should be designated as a recipient for both the FAFSA and the FAF.

Every student who applies for financial aid should complete both forms to be considered for all available resources. Late applicants who are eligible for financial aid will be considered for student loans first and College grant funds, if available, afterward.

Virginia residents attending college for the first time must also complete a separate application for an award from the Virginia Tuition Assistance Grant Program (TAGP). The grant—based on residence, not on need—is available to every *bona fide* resident of Virginia who attends an eligible private college or university in the state. As a matter of practice, the TAGP amount becomes an important part of the financial-aid award from the College to eligible Virginia residents. An application is mailed from the College's Admissions Office to each accepted freshman applicant from Virginia who deposits the non-refundable confirmation fee on or before May 1. The TAGP application must be completed by the student and mailed to Hampden-Sydney's Office of Financial Resource Counseling before July 31.

Hampden-Sydney strives to fund all financial-aid packages at 100% of a family's demonstrated institutional need. Subsequent aid is guaranteed provided the student continues to demonstrate need and satisfy institutional requirements. Detailed information regarding financial-aid policy is available from the Office of Financial Resource Counseling.

In addition to the regular financial-aid program, Hampden-Sydney offers several scholar-

ships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement.

The Madison Scholarship is reserved for the most outstanding member of each entering class. The candidate selected for this award will have demonstrated superior academic and leadership ability. Each recipient receives a scholarship equal to the total of tuition, standard fees, room, and board.

The Allan Scholarships are awarded to young men of superior academic achievement and proven qualities of intellectual leadership. Recipients receive the greater of either a stipend for 50% of the College's comprehensive fee for tuition, standard fees, room, and board, or an amount equal to 100% of need (as demonstrated by the FAFSA and FAF) plus a \$200 stipend.

The Venable Scholars are chosen on the basis of academic excellence and proven qualities of leadership. Recipients receive the greater of either a stipend for 35% of tuition or an amount equal to 100% of need (as demonstrated by the FAFSA or FAF) plus a \$200 stipend.

Patrick Henry Scholars are chosen on the basis of proven qualities of leadership and academic excellence. They receive the greater of either a stipend for 25% of tuition or an amount equal to 100% of need (as demonstrated by the FAFSA and FAF).

Cushing Awards go to students chosen on the basis of proven qualities of leadership, maturity, and demonstrated scholarly achievement. They receive the greater of either a stipend for 25% of tuition or an amount equal to 100% of need (as demonstrated on the FAF).

All financial-aid awards are reviewed at the end of each semester. Financial assistance may be withdrawn if one's citizenship or academic work does not meet the standards of the College. Financial-aid information may be obtained from the Office of Financial Resource Counseling (telephone 804-223-6119).

ROTC SCHOLARSHIPS

Freshmen may compete for three-year Army ROTC Scholarships which include 80% of tuition, certain student fees, \$408 for texts and educational supplies, and \$100 per month (not to exceed \$1,000) for each year of the scholarship. Army ROTC Scholarships are not related to family income and are awarded strictly on merit. Upon winning a scholarship the student must become part of the ROTC program at Longwood

College. For more information contact the Department of Military Science at Longwood College, Farmville, VA 23909, (804) 395-2134.

ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial-aid program and is, therefore, individually designated. Endowed scholarships established after July 1, 1979, will not be individually designated unless the capital contribution is \$30,000 or more.

THE COLONEL AND MRS. GEORGE E. ADAMSON SCHOLARSHIP was established in 1946 by Colonel Adamson of Washington, D.C.

THE DANIEL POPE ALLEN SCHOLARSHIP was established in 1988 by Dr. Mary Virginia Allen in memory of her brother, Daniel Pope Allen '25. The scholarship is used to assist worthy students with preference given to those planning to enter the Christian ministry.

THE EDWARD W., WILLIAM D., MARY A., AND SUSAN R. ALLEN SCHOLARSHIP was established in 1990 by a gift from Mr. W. Dudley Allen, Jr. '43, of Wilsons, Virginia, in memory of his family. Awards are based on financial need with preference given to residents of Dinwiddie or Amelia County, Virginia.

THE WILLIAM T. AND VIRGINIA R. ALLEN SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. and Mrs. Allen. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the outstanding member of each entering class.

Candidates are expected to have demonstrated superior intellectual achievement in their secondary-school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of 1300. The secondary-school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the areas of leadership and community service.

Madison Scholars are chosen without regard to

financial circumstances. Each recipient has his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE FRANCES PRICE ANDREWS SCHOLARSHIP was established in 1986 by Lester E. Andrews '36 in memory of his wife; and by their sons and daughters-in-law, Lester E. Andrews, Jr., and Diane Moss Andrews; and William D. Andrews and Katheryn Hargrove Andrews. Preference is given to students from Southside Virginia, primarily those from Prince Edward and the adjoining counties of Appomattox, Amelia, Buckingham, Charlotte, Cumberland, and Lunenburg.

THE GEORGE SLOAN ARNOLD SCHOLARSHIP was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney class of 1873, and Robert William Gilkeson was a member of the class of 1907. The income from the fund is used to award scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

THE PAUL TULANE AND ESTHER THOMAS ATKINSON SCHOLARSHIP was established in 1964 by the late Mr. Carlyle Gee '26 of Greensboro, North Carolina, as a memorial to Mr. Atkinson. Recent gifts by Mrs. Atkinson have fully endowed this scholarship. The Atkinsons played large roles in the 20th-century life of Hampden-Sydney. Mr. Atkinson '07 was Treasurer from 1919 to 1957; and Mrs. Atkinson was the founder and curator of the museum which is named in her honor.

THE DONALD PYLE BAGWELL, SR., SCHOLARSHIP was established in 1991 by the Bagwell family in memory of Mr. Donald Pyle Bagwell, Sr. '35. Awards are based on financial need with preference given to residents of Halifax County, Virginia.

THE BELL ATLANTIC-VIRGINIA, INC. SCHOLARSHIP was established in 1992 by gifts from C&P Telephone Company of Virginia.

THE FRANK CLEVELAND AND LENA REEKES BEDINGER SCHOLARSHIP was established in 1977 by a gift from Frank C. Bedinger '05 of Boydton, Virginia, and supplemented by gifts from family members, Frank C. Bedinger, Jr. '37, and Dr. & Mrs. William C. Finch '29. The scholarship is awarded to pre-law students on the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial need. Where no financial need exists, the award is \$750. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP was established in 1981 by Dorothy Rouse Bottom of Hampton, Virginia, in memory of her husband. This scholarship is awarded to students who demonstrate financial need with preference given to students from the Peninsula area of Virginia.

THE JAMES BAKER BOWERS MEMORIAL SCHOLARSHIP was established in 1991 from the estate of James B. Bowers, Jr. '26 in memory of his father, James Baker Bowers, President of Owens, Minor & Bodeker, Incorporated, and the following family members: his brother, George S. Bowers '31; his grandfather Dr. George B. Steel; his two uncles, Dr. Charles L. Steel and Dr. Frank R. Steel; and his great-great-grandfather, Dr. John William Fletcher. The scholarship is awarded to students pursuing their studies in the Life Sciences.

THE LOUISE STEEL BOWERS MEMORIAL SCHOLARSHIP was established in 1991 from the estate of James B. Bowers '26 in memory of his mother, Louise Steel Bowers. This scholarship is awarded to students who set outstanding examples of good citizenship and service.

THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP was established in 1981 by a bequest from Mr. Brightwell '37. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of Roanoke, Virginia. Roanoke students are given preference.

THE JOSIAH BUNTING III AND DIANA CUNNINGHAM BUNTING SCHOLARSHIP was established in 1986 by gifts from trustees, alumni, parents, and friends. The fund honors the Buntings and their accomplishments during his presidency of the College from 1977 to 1987. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the outstanding member of each entering class. Candidates are expected to have demonstrated superior intellectual achievement in their secondary-school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of at least 1300. The secondary-school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the areas of leadership and community service.

Madison Scholars are chosen without regard to financial circumstances. Each recipient has his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE CENTEL FOUNDATION SCHOLARSHIP was established in 1990 by the Centel Foundation of Chicago, Illinois, to recognize the contributions of Wilson B. Garnett, a native of Prince Edward County, to the Centel Corporation. Preference in award is given to students from Prince Edward County.

THE CENTRAL FIDELITY BANKS SCHOLARSHIP was established in 1991 by Central Fidelity Banks, Inc., Richmond. Preference in award of the Central Fidelity Banks Scholarship is given to students from Virginia who are economics majors.

THE ALEXANDER BERKELEY CARRINGTON, JR., SCHOLARSHIP was established by a bequest from Mrs. A. B. (Ruth S.) Carrington, Jr., whose husband, class of 1915, was a trustee of the College 1929-1962. Award is made to worthy students.

THE WILLIAM CARROLL CHEWNING, JR., MEMORIAL SCHOLARSHIP was established in 1975 by Mr. and Mrs. William Carroll

Chewning '41, in memory of their son, a member of the class of 1967, and by other members of his family and friends.

THE W. RANDOLPH CHITWOOD, SR., M.D. '41 SCHOLARSHIP was established in 1993 by Ruth Anne Chitwood in memory of her husband. Awards are based on financial need and preference is given to students from Southwest Virginia who are preparing to attend medical school.

THE AYLETT B. COLEMAN, SR., SCHOLARSHIP was established in 1991 by Mr. Aylett B. Coleman III of Roanoke, Virginia, in memory of his grandfather, Aylett B. Coleman, Sr., class of 1888. This scholarship is awarded to residents of Virginia who demonstrate financial need.

THE H. HAWES COLEMAN AND FRANCES FORD COLEMAN SCHOLARSHIP was established by Lt. Col. H. Hawes Coleman '25 in memory of his wife Frances Ford Coleman. Preference is given to students from Virginia and from Louisville, Kentucky.

THE C. BARRIE COOK SCHOLARSHIP was established in 1988 by Dr. C. Barrie Cook '45 of Fairfax, Virginia. Recipients are selected on the basis of their need of financial assistance and the promise of future service and usefulness to their community, and not necessarily on the basis of academic excellence. Preference is given to those who are planning careers which will be beneficial to others and to society in general.

THE CRAIGIE INCORPORATED SCHOLARSHIP was established in 1985 by a gift of the Officers and Employees of Craigie Incorporated, Investment Bankers, Richmond, Virginia. The scholarship is awarded to a deserving student at the discretion of the College.

THE DANIEL FOUNDATION SCHOLARSHIP was established in 1988 by gifts from the Daniel Foundation of South Carolina to honor Leslie G. McCraw, then President and Chief Executive Officer of Daniel International Corporation.

THE EDMUND BAKER DAVENPORT SCHOLARSHIP was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewning.

The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.

THE HARRY B. DAVIS SCHOLARSHIP was established in 1988 by Miss Lucile B. Brown in memory of Harry B. Davis '14. Awards are based on financial need, and preference is given to students from the Tidewater area of Virginia.

THE JAMES W. AND PATRICIA H. DENNIS SCHOLARSHIP was established in 1990 by James W. and Patricia H. Dennis of Richmond, Virginia. Preference is given to a rising junior or senior who is preparing for further study in dentistry or psychology. Recipients must demonstrate financial need and above average academic standards.

THE W. BIRCH DOUGLASS III SCHOLARSHIP was established in 1985 by a gift from Mr. W. Birch Douglass III '65 of Richmond, Virginia.

THE JESSIE BALL DUPONT MEMORIAL SCHOLARSHIP was established in 1978 by a gift from the Jessie Ball duPont Fund of Jacksonville, Florida.

THE ANDREW H. EASLEY AND ANNE O. EASLEY SCHOLARSHIP was established in 1986 by the Andrew Horsley Easley and Anne Owen Easley Charitable Trust of Lynchburg, Virginia. This scholarship is designated for students from the Lynchburg area.

THE H. H. AND R. C. EDMUNDS SCHOLARSHIP was established in 1989. Awards are restricted to those students who have financial need and reside in Halifax County, Virginia. Character, leadership, a strong religious background, and a desire to achieve academically are attributes that the scholarship committee considers in making an award. It is also the desire of the donor that the recipients of this scholarship understand that the donor would like them to give serious consideration to making a similar financial commitment to the College for scholarship support for future applicants from Halifax County. Should no one qualify for this scholarship in any given year, the award is reapplied to the scholarship endowment, thereby increasing the award for the next recipient.

THE JAY G. FERGUSON SCHOLARSHIP was established in 1992 by a gift from Mr. and Mrs. J. Gray Ferguson of Staunton, Virginia in honor of their son, J. G. Ferguson '89. This scholarship is awarded to students with financial need who have shown industry but not necessarily proven academic skills that would entitle them to a scholarship based solely on academic excellence. Preference is given to residents of Staunton and Augusta County, Virginia.

THE FIRST VIRGINIA BANKS SCHOLARSHIP was established in 1990 by gifts from First Virginia Banks, Inc., and their local affiliate, First Virginia Bank-Southside, in Farmville, Virginia, and supplemented by later gifts from both. The award is given to students from areas served by First Virginia.

THE S. DOUGLAS FLEET SCHOLARSHIP was established in 1983 by S. Douglas Fleet. The scholarship is awarded to students in financial need to provide the difference between an award made by the College and the student's full need.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen, class of 1871, of Cumberland, Virginia.

THE STOKELEY FULTON SCHOLARSHIP was established in 1985 in memory of John Stokeley Fulton '55, a coach for three decades at Hampden-Sydney College.

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP was established in 1975 by Dr. R. Cecil Garlick, Jr. '23, of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in 1920-21. The fund is used to aid students to study in foreign countries.

THE THOMAS EDWARD GILMER SCHOLARSHIP was established in 1990 by Russell E. '38 and Thelma T. Fox as a memorial to Dr. Thomas E. Gilmer '23. Dr. Gilmer was professor of physics at Hampden-Sydney from 1927 to 1971 and president of the College from 1960 to 1963. Preference is given to students who elect to major in physics or alternatively, any field of science offered as a major.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Pearl F. Gray of Richmond, Virginia.

THE RANDOLPH BRYAN GRINNAN SCHOLARSHIP was established in 1988 by Dr. and Mrs. Randolph Bryan Grinnan, Jr.; their sons, R. Bryan Grinnan III '57, Dr. George L. B. Grinnan '57, all of Norfolk; and Dr. Richardson Grinnan of Richmond, Virginia. It was given in memory of their father and grandfather, the Reverend Dr. Randolph Bryan Grinnan, class of 1879, one of the first Presbyterian missionaries to Japan. This fund aids students who demonstrate financial need, with preference given to children of the clergy.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has been supplemented by gifts from Mr. Charles R. Guthrie '19, also a son of Charles Callaway Guthrie.

THE THOMAS O. GWALTNEY III SCHOLARSHIP was established in 1992 by a gift from Mr. Thomas O. Gwaltney III '43 of Virginia Beach, Virginia. This scholarship is awarded to students who demonstrate financial need.

THE FRED H. HANBURY, JR., SCHOLARSHIP was established in 1988 by Athena B. Hanbury of Farmville, Virginia, in memory of her husband, Fred H. Hanbury, Jr. '34. Preference is given to students from Prince Edward and the seven contiguous counties.

THE HARDIN SCHOLARSHIP was established by gifts from Mr. and Mrs. Eugene B. Hardin, Jr., of Raleigh, North Carolina. This fund aids students from North Carolina and Virginia who demonstrate financial need.

THE A. EPES HARRIS, JR., SCHOLARSHIP was established in 1992 by gifts from family members, alumni, friends, and colleagues in memory of Dr. A. Epes Harris, Jr. '46. Well known in the medical profession as "the father of Virginia family practice," Dr. Harris founded the Blackstone Family Practice which provides a uniquely successful resident training facility for family practice physicians. It also serves as the rural branch of the Medical College of Virginia's family practice department. The scholarship is

awarded to students pursuing a career in medicine who supplement their pre-medical studies with a solid background in the liberal arts. Preference is given to residents from the Southside area of Virginia.

THE H. HITER HARRIS SCHOLARSHIP FOR EXCELLENCE IN MATHEMATICS OR ECONOMICS was given in 1988 by H. Hiter Harris, Jr., Trustee, and H. Hiter Harris III '83. This scholarship is awarded annually to a rising sophomore, junior, or senior who has demonstrated academic excellence in mathematics or economics, exhibited qualities of strong personal character and integrity, and displayed outstanding leadership in campus activities, including athletics. Although the scholarship is not limited to this group, preference is given to a mathematics or economics major who is a member of the varsity football team or another varsity team. A grade-point average of 3.0 must be maintained to extend the scholarship for the following year. Financial need is considered but is not a criterion in the awarding of this scholarship.

THE HARRISON INTERNATIONAL SCHOLARSHIP was established in 1988 by the Francena T. Harrison Foundation Trust in memory of Robert C. and Francena T. Harrison. This scholarship offers aid to students for study in England in partial fulfillment of degree requirements.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was established as a memorial to his mother by Mr. Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his family.

THE WILLIAM R. HILL, JR., MEMORIAL SCHOLARSHIP was established in 1992 by gifts from the Hill family in memory of William R. Hill, Jr. '36, and was supplemented by gifts from trustees, alumni, parents and friends. A loyal and dedicated alumnus, Mr. Hill served the College as a trustee from 1977 to 1988. The scholarship is awarded on the basis of financial need.

THE HOWARD WESLEY HITE MEMORIAL SCHOLARSHIP was established by a bequest from Mr. Hite, a native of Halifax County, Virginia. The scholarship is awarded to students who demonstrate financial need.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie of Roanoke, Virginia, a former member of the Board of Trustees.

THE WARREN W. HOBBIE SCHOLARSHIPS IN BUSINESS ETHICS were established by the Warren W. Hobbie Charitable Trust of Roanoke. Two-year merit scholarships are awarded to selected juniors planning to enter business or related service professions.

THE GLADYSE J. HOLLAND SCHOLARSHIP was established in 1990 in her honor by her sons, Mr. Richard J. Holland, Dr. Clarence A. Holland '52, and Dr. William E. Holland. Awards are made to students who demonstrate financial need.

THE ABNER CRUMP HOPKINS SCHOLARSHIP was established in 1992 in memory of three generations of Abner Crump Hopkinses, all of whom received both undergraduate and honorary degrees at Hampden-Sydney. Abner Crump Hopkins was class of 1855, D.D., 1883; Abner Crump Hopkins, Jr., was class of 1888, D.D., 1925; and Abner Crump Hopkins, Jr., was class of 1930, LL.D., 1975. This scholarship is awarded to students who demonstrate financial need.

THE ANNA BLACK AND C. RANDOLPH HUDGINS, JR. '46, SCHOLARSHIP was established in 1991 by gifts from Mr. and Mrs. C. Randolph Hudgins, Jr. '46, of Norfolk, Virginia. This scholarship is awarded to students who demonstrate financial need. Preference is given to residents of Norfolk, Virginia Beach, or Portsmouth, Virginia, who have demonstrated talents for creative activities or entrepreneurial efforts and who have participated in the worship and work of either the Presbyterian or Episcopal church in their community.

THE EDWIN E. HUNDLEY SCHOLARSHIP was established in 1992 by a bequest from Elizabeth E. Hundley in memory of Edwin Elisha Hundley. The award is given to a student who demonstrates financial need.

THE EUGENE C. HURT, JR., AND ANNIE R. HURT SCHOLARSHIP was established in 1966 through a bequest under the will of Mr. E.

C. Hurt of Chatham, Virginia. Preference is given to students from Halifax and Pittsylvania Counties.

THE HENRY Y. INGRAM SCHOLARSHIP was established in 1992 by a bequest from Hazel Danne Lancaster Ingram in memory of her husband, a graduate of the class of 1919. The scholarship is for students who have successfully completed their freshman year and is based on financial need.

THE THOMAS WYNDHAM JAMISON MEMORIAL SCHOLARSHIP was established in 1990 by Mr. George B. Cartledge, Jr. '63, Mr. George B. Cartledge, Sr., Mr. Charles I. Lunsford II '64, and Mr. Robert H. Bennett, Jr., of Roanoke, Virginia, in memory of their classmate and friend, Mr. Thomas Wyndham Jamison '62. Awards are based on financial need with preference given to residents of Roanoke, Virginia.

THE J. MONROE JOHNS SCHOLARSHIP was established in 1988 by J. Monroe Johns of Farmville, Virginia. The scholarship is awarded to students who demonstrate evidence of financial need. Preference is given to residents of Prince Edward and the seven contiguous counties.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL SCHOLARSHIP was established in 1966 by a gift from Mr. Robert D. Johnson '36. The award is given to a deserving upperclassman who demonstrates financial need.

THE JOHNSON & HIGGINS, INC., SCHOLARSHIP was established in 1988 by Johnson & Higgins of Virginia, Inc., in Richmond.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a Presbyterian student studying for the ministry who is in need of financial assistance.

THE SAMUEL S. JONES PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1984 by Samuel S. Jones '43 to assist gifted students in the natural sciences.

THE JOHN G. KIEFER SCHOLARSHIP was established in 1989 by the Kiefer families of Maryland. The scholarship is awarded to students majoring in a non-scientific field with preference given to residents from the state of Maryland.

THE ROBERT WATKINS KING SCHOLARSHIP was established by gifts from Robert W. King, Jr. '52, in memory of his father, a member of the class of 1918.

THE HAROLD G. LEGGETT SCHOLARSHIP was established in 1983 by Hallie Leggett Townsend of Durham, North Carolina, in honor of her brother and supplemented by gifts from other family members.

THE HERBERT G. AND REVA T. LONAS SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. & Mrs. Lonas. This scholarship is administered by the Honors Council as part of the Merit Awards Program. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a founding trustee of the College. These scholarships are reserved for the outstanding member of each entering class.

Candidates are expected to have demonstrated superior intellectual achievement in their secondary-school performance and standardized testing. The candidate should produce a composite scholastic aptitude test score of at least 1300. The secondary-school record should present evidence of advanced course selection and superior results. There should also be a record of significant personal contributions in the areas of leadership and community service.

Madison Scholars are chosen without regard to financial circumstances. Each recipient has his entire tuition, room and board, and fees paid for four years, subject to annual progress reviews by the Honors Council.

THE LOWE-DRAPER SCHOLARSHIP was established in 1990 by Dr. Richard H. Lowe, Jr. '40, and Mr. W. Lynwood Draper. Awards are based on financial need with preference given first to residents of Roanoke City or Roanoke County, Virginia, then to any Virginia resident with need. Although it is not a requirement, recipients are requested to contribute to the Lowe-Draper Scholarship after graduation as their circumstances permit so that the scholarship endowment

will continue to grow for the benefit of future generations of students.

THE WILLIAM WEBSTER LUCADO MEMORIAL SCHOLARSHIP was established in 1991 by a gift from Corneille Lucado, his wife. Mr. William W. Lucado '50 was a dedicated alumnus and a member of the Board of Trustees from 1988 to 1991. This scholarship is awarded to students who demonstrate financial need. Preference is given to those who actively participate in extracurricular activities, such as athletics and student government.

THE JAMES J. MARSHALL, JR., SCHOLARSHIP was established by gifts from Mr. J. J. Marshall, Jr. '34, of New York City. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE JAMES BUCKNER MASSEY SCHOLARSHIP was established as an annual scholarship in 1957 by Dr. Frank M. Ryburn '45 of Lubbock, Texas. Additional gifts from Mr. and Mrs. Joseph T. Trotter '35 of Harrisonburg, Virginia, and other family members have fully endowed this fund in memory of Dr. James Buckner Massey, professor of Bible from 1919 to 1952. The recipient must demonstrate financial need.

THE GRANGER AND ANNE MACFARLANE SCHOLARSHIP was established in 1986 by John G. III '76 and Dudley W. Macfarlane and named in honor of his parents. This fund is administered by the Honors Council as part of the Leadership Awards Program. It is awarded to entering freshmen from Virginia on the basis of outstanding leadership characteristics demonstrated in their secondary-school careers and superior academic achievement. Preference is given to students from Roanoke and contiguous counties.

THE PHILIP W. MCKINNEY SCHOLARSHIP was established in 1964 by a bequest from the estate of Frankie McKinney Van Winkle in honor of her father, Governor Philip W. McKinney, class of 1851.

THE McVEY MEMORIAL SCHOLARSHIP was established in 1986 by gifts from George Jennings McVey '61 and Henry Hanna McVey III '57 and supplemented by a bequest from the estate of Eva Jennings McVey. The fund is in memory of the donors' father and husband, Henry Hanna McVey, Jr. '12. Scholarships are awarded to student-athletes who demonstrate financial need.

THE EDMONIA CARRINGTON METCALF INTERNATIONAL SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship is awarded, based on need, to rising juniors and seniors who wish to study abroad for 1 or 2 semesters in the field of their major.

THE DR. RICHARD A. MICHAUX SCHOLARSHIP was established in 1991 by a gift from Dr. Richard A. '34 and Julia Gray Michaux of Richmond, Virginia. Students who wish to qualify for this award must demonstrate a minimum financial need of 30% of full costs, including tuition, fees, and room and board. Preference is given to students preparing for graduate study in medicine. Recipients must maintain a sufficient grade-point average, as determined by the Director of Financial Resource Counseling, that will enable them to be accepted into a medical school.

THE BEN AND MAYO MOOMAW SCHOLARSHIP was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP was established in 1963 by a gift from Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from the Theodore H. Barth Foundation.

THE HEBER JONES MORTON SCHOLARSHIP was established in 1984 by a bequest from the estate of Mary Womack Morton in memory of her husband, Dr. Heber Jones Morton '05. The scholarship is designated for the assistance of pre-medical students.

THE HARRY HAVENER MUNROE SCHOLARSHIP was established by a bequest from Elizabeth Munroe Jones of Laurinburg, North

Carolina, in memory of her father, Harry Havener Munroe '01, D.D. '26. Preference is given to students of high scholastic standing.

THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP was established in 1976 by Mrs. Nelson to provide scholarships for students of superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships is afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference is afforded students who have formed a desire to enter the teaching profession.

THE MAURICE NOTTINGHAM, JR., SCHOLARSHIP was established in 1988 by gifts from Dr. and Mrs. Maurice Nottingham, Jr. '56, and their sons, James M. Nottingham '83 and Robert R. Nottingham '85 of Richmond, Virginia. This scholarship is awarded to students who demonstrate financial need. Preference is given to pre-medical students from the Eastern Shore of Virginia.

THE WALLACE C. NUNLEY SCHOLARSHIP was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

THE THEODORE G. OFFTERDINGER, JR., AND VIRGINIA C. WILLIAMSON SCHOLARSHIP was established in 1981 through gifts from Mr. and Mrs. Theodore G. Offterdinger, Sr. '41, and friends in memory of Theodore G. Offterdinger, Jr. '74, and Virginia C. Williamson. Preference is given to students who have demonstrated academic excellence and outstanding leadership characteristics in their secondary-school careers. The scholarship is administered by the Honors Council as a part of the Leadership Awards Program.

THE RICHARD C. PARKER SCHOLARSHIP was established in 1980 by Mr. and Mrs. William A. Parker, Jr., and their son, Richard C. Parker '81. The scholarship carries a minimum stipend of \$750 and is awarded each year to a freshman who has demonstrated those qualities of leadership, organization, assertiveness, and affability which so well suit a young man for a business career. Preference is given to students from Georgia.

THE TRUMAN ALFRED PARKER SCHOLARSHIPS were established by a bequest from Judith H. M. Parker of La Jolla, California. Students in the pre-medical program are given preference.

THE PHILIP MORRIS SCHOLARSHIP was established in 1982 in memory of Benjamin A. Soyars '40 for his long and dedicated service to the Philip Morris Company and the College. Each year four students are chosen as Philip Morris Scholars.

THE JACK H. POWELL SCHOLARSHIP was established in 1993 by Dr. Jack H. Powell, Jr., and Dr. J. H. Powell III '73. This scholarship is awarded to students who demonstrate financial need and who uphold the ideals of Hampden-Sydney College. Preference is given to students from Newnan, Georgia, and surrounding Coweta County.

THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP was established in 1968 by Mr. and Mrs. John Tucker Percy of Lynchburg, Virginia, in memory of Dr. Pugh '23, a former member of the Board of Trustees. Additional gifts to this fund have been made by Central Fidelity Bank of Lynchburg, family members, and friends.

THE READ-LANCASTER MEMORIAL SCHOLARSHIP was established through gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her mother, Mrs. Agnes Elizabeth Read Lancaster, and her uncles, Mr. Abram Carrington Read, class of 1883, and Mr. Isaac Mayo Read, class of 1887. In addition to recognizing her immediate family, Mrs. Metcalf specified the scholarship as a memorial to the Reads of "Greenfield," Charlotte County, Virginia.

THE RICHARD S. REYNOLDS SCHOLARSHIP was established in 1989 by the Richard S. Reynolds Foundation of Richmond, Virginia. This scholarship honors the founder of Reynolds Metals Company for his pioneer leadership and philanthropic generosity.

THE TINA RICHARDSON SCHOLARSHIP was established in 1975 by Mrs. A. B. Richardson of Roanoke, Virginia.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP was established in 1969

by a bequest from Mr. Robertson '15, a former member of the Board of Trustees.

THE PHILIP H. ROPP MEMORIAL SCHOLARSHIP was established by a bequest from Dr. Ropp '30, Hurt Professor of English at Hampden-Sydney.

THE SCOTT & STRINGFELLOW INVESTMENT CORP. SCHOLARSHIP was established in 1991 by Scott & Stringfellow Investment Corp., Richmond, Virginia. Preference is given to students who express interest in teaching careers.

THE REGINALD GILBERT SMITH SCHOLARSHIP was established in 1986 by gifts from alumni, parents, and friends who wished to honor Mr. Smith, a long-time employee of the College. The fund is to aid minority students with preference given to graduates of Prince Edward County High School.

THE S. BRUCE AND GLADYS CURTIS SPENCER SCHOLARSHIP was established in 1986 by Mr. and Mrs. S. Bruce Spencer '37 of Farmville, Virginia, to provide assistance based on financial need to those participating broadly in extracurricular activities, such as athletics or student government. The scholarship is awarded to North Carolina and Virginia students with preference to residents of Buckingham, Cumberland, and Prince Edward Counties of Virginia.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Royster of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps, class of 1867, and Dr. Thomas Stamps, class of 1868.

THE C. V. STARR SCHOLARSHIP was established by the Starr Foundation of New York. Recipients of the Starr Scholarship are selected on the basis of superior intellectual achievement and outstanding leadership characteristics, as well as financial need.

THE HERBERT R. STOKES SCHOLARSHIP was established in 1989 by a gift from Mr. Herbert R. Stokes '40 of Farmville, Virginia, in memory of his grandfather Colin Stokes, class of 1865, his father Herbert T. Stokes, class of 1897, and his uncle H. Straughan Stokes, class of 1900. Preference is given to residents of Prince Edward and the seven contiguous counties.

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THE EVELYN FITTS THOMAS SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship is awarded to those students in the top third of their class who are pursuing a course of study in either the pre-medical, pre-nursing, or health-care field. Preference is given to residents of Henry or Patrick County or the City of Martinsville, Virginia.

THE MR. AND MRS. GEORGE C. THOMAS, JR., SCHOLARSHIP was established in 1953 and supplemented in 1973 through gifts from Mr. and Mrs. George C. Thomas, Jr., of New Jersey and Florida.

THE KATHERINE S. AND PAUL S. TRIBLE SCHOLARSHIP was established in 1983 by former U.S. Senator Paul S. Trible, Jr. '68, in honor of his parents. The scholarship is awarded to a Virginian who plans a career in business or government. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Julia E. Truitt of Norfolk, Virginia, and are given for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Frances M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the class of 1894 and a trustee of the College for 36 years.

THE RICHARD MORTON VENABLE SCHOLARSHIP was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable '20 of Charleston, West Virginia. Mr. Venable was a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founders and a charter trustee. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE WADDELL-GORDON SCHOLARSHIP was established in 1952 by Mr. James W. Gordon, Jr. '32, of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr. '54, Mrs. James S. White, and Dr. Paul F. White '60 in honor of their parents, and supplemented by memorial gifts in honor of Mr. J. M. White '25.

THE GORDON C. WILLIS SCHOLARSHIP was established in 1985 by Gordon C. Willis '42 of Roanoke, Virginia, in memory of his brother Holman Willis, Jr. '38. The scholarship is awarded to students who demonstrate evidence of financial need.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. '09, and supplemented by gifts from Mr. Fred W. Young, Jr. '44. Preference is given to residents of Dinwiddie County or Petersburg, Virginia.

ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years. For those individually designated annual scholarships established after 1979, the minimum annual contribution must be \$1500.

THE JAMES ALLEN SCHOLARSHIP was established in 1985 by family members and friends to honor the memory of James Allen, a founding trustee of Hampden-Sydney College. Selection of recipients is based on superior academic achievement and/or financial need. Preference is given to students from Amelia, Nottoway, and Prince Edward Counties, or, if none qualify from these areas, Southside Virginia. Qualified descendants of James Allen also are given preference.

THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP was established in 1981 by Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Dr. Bernard E. Bain '28, D.D. '52, and is awarded to students who are studying for the Christian ministry.

THE BAIRD-LALENDORF SCHOLARSHIP was established in 1992 by gifts from Robert G. and Gretchen L. Rogers of Hampden-Sydney College in honor of their parents. The scholarship is awarded to an entering freshman who demonstrates financial need. Preference is given to students who attended rural public schools located in Prince Edward and the seven contiguous counties. Should no local student meet the criteria, the award is given to an entering freshman with need from a rural public school in Virginia.

THE JOHN M. BORDERS, M.D., MEMORIAL SCHOLARSHIP was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

THE BURROUGHS MEMORIAL SCHOLARSHIPS were established through the will of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to

students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

THE EDMUND MADISON CHITWOOD, JR., MEMORIAL SCHOLARSHIP was established in 1985 by Dr. W. Randolph Chitwood '41, and Dr. W. Randolph Chitwood, Jr. '68, and Mrs. W. Randolph Chitwood in memory of their brother and uncle, Dr. Edmund Madison Chitwood, Jr. '43. This fund assists pre-medical students who need financial assistance.

THE NELSON W. COE III MEMORIAL SCHOLARSHIP was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother, Nelson W. Coe III '59. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia, or Heritage United Presbyterian Church in Fairfax County, Virginia.

THE H. SPENCER EDMUNDS MEMORIAL SCHOLARSHIP was established in 1950 by the Second Presbyterian Church, Roanoke, Virginia, as a ministerial scholarship in memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

THE WILLIAM FITZGERALD MEMORIAL SCHOLARSHIPS were established in 1968 by St. Giles Presbyterian Church, Richmond, Virginia. The scholarships are awarded to worthy upperclassmen with financial need who plan to enter church-related vocations.

THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIPS were established in 1974 in memory of George C. "Chip" Freeman III '76 by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52, and his brother, Douglas M. Freeman, and are funded by the George C. Freeman III Memorial Trust. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE IRENE W. GOODE SCHOLARSHIP was established in 1992 by Irene W. Goode. The award is based on superior academic achievement and/or financial need. Preference is given to students from Culpeper and surrounding counties.

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THE MCGUIRE-BOYD SCHOLARSHIP has been funded through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE MISSIONARY EMERGENCY FUND SCHOLARSHIPS are funded by annual grants from The Missionary Emergency Fund to support students preparing for ministerial study.

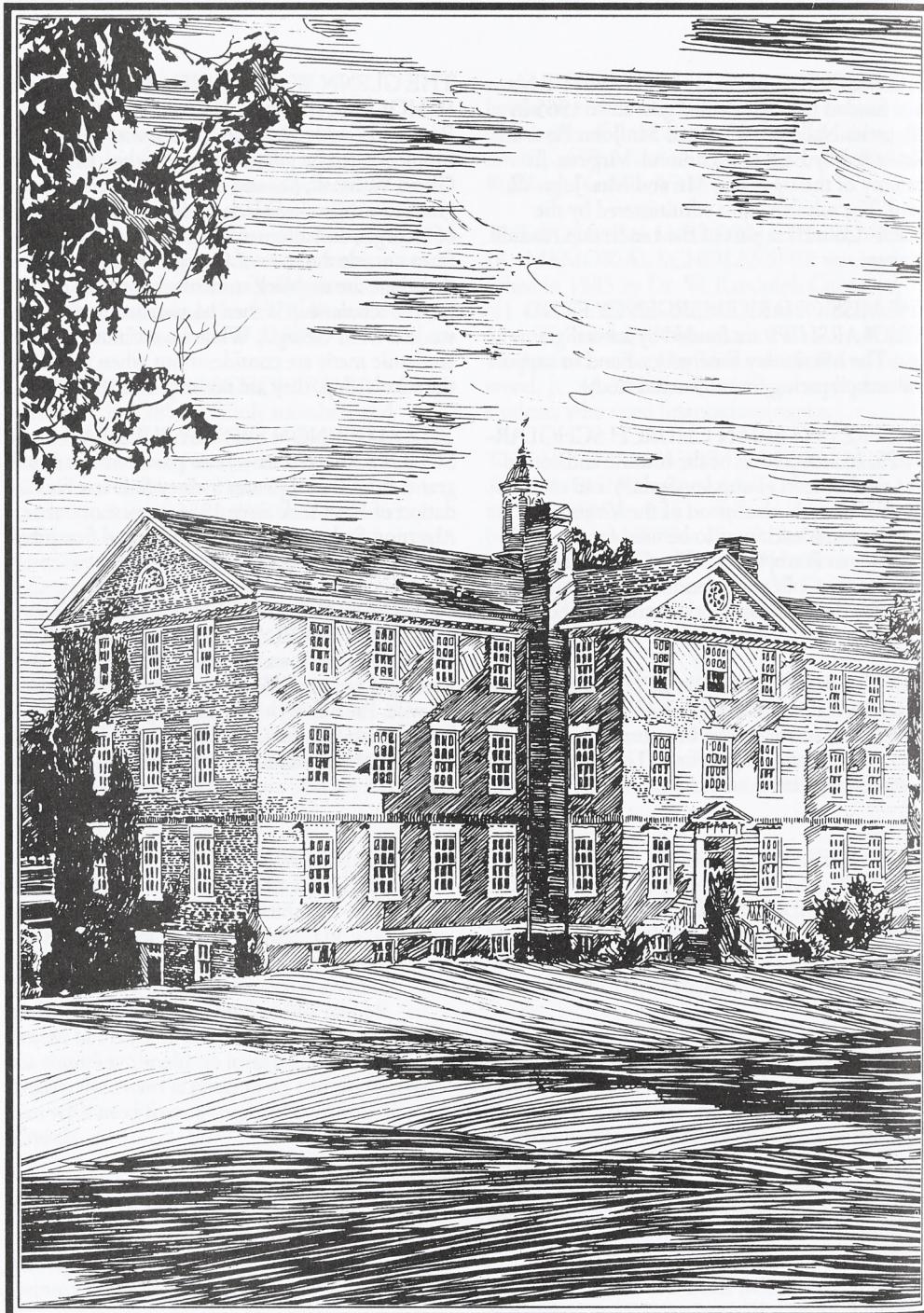
THE PRESBYTERIAN CHURCH SCHOLARSHIPS. In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, the Synod of the Virginias provides funds each year to be used for financial assistance to Presbyterians. The Church thereby supports the College in blending sound scholarship with the principles and practices of the Christian faith.

THE C. E. RICHARDSON BENEVOLENT FOUNDATION SCHOLARSHIPS for students from the Pulaski area have been funded since 1985 through annual gifts from The C. E. Richardson Benevolent Foundation.

THE GLENN W. SMALL, JR., ANNUAL SCHOLARSHIP was established in 1985 by the Reverend Glenn W. Small, Jr. '63, and has been supplemented by gifts from his mother, Mrs. Glenn W. Small, Sr., and others. Preference is given to a deserving black student from the state of Georgia, and alternatively, to a black student from outside the state of Georgia. In the event that there are no black students that fit the criteria, the scholarship is then be awarded to a student from Georgia. While financial need and academic merit are considerations when awarding the scholarship, they are not requirements.

THE ALGERNON SYDNEY SULLIVAN SCHOLARSHIPS have been provided by annual grants from the Algernon Sydney Sullivan Foundation of New York since 1936 in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society.

THE LEONARD WESLEY TOPPING, SR., AND RUTH EVELYN WRIGHT TOPPING SCHOLARSHIP was established in 1991 by the Reverend Leonard Wesley Topping, Sr. '30, and his wife, Ruth Evelyn Wright Topping, of Charlotte, North Carolina. The scholarship is awarded to students who demonstrate financial need.



BAGBY HALL (1922)



Course Offerings

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Humanities, Modern Languages, Philosophy, Religion, and Rhetoric.

NATURAL SCIENCES, including Biology, Chemistry, Mathematics and Computer Science, and Physics and Astronomy.

SOCIAL SCIENCES, including Economics, History, Political Science, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue is identified by the name of the department which offers it and a course number. (Courses which include significant content from more than one discipline are listed under Interdisciplinary Studies rather than under one of the academic departments.) At the right of this number are parentheses which contain the credit hours per semester granted for passing the course. There are two variations. For example, Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, each earning three hours of credit, and the student may take one or both semesters. Normally the courses with odd course numbers meet in the fall semester and those with even course numbers meet in the spring semester.

SPECIAL TOPICS, INDEPENDENT STUDY, AND INTERNSHIPS

The following courses are offered in every department:

185, 285, 385, or 485. Special Topics (1,2,3 hours).
An organized course of study in an area other than one described in the course listings. All -85

courses must be approved by a majority of the voting members of the department. If the course/ topic is offered more than once, it must be approved by the faculty and assigned a number not ending with 85, 90, or 95.

376. Internship (1, 2, 3 hours).

Combines work done normally in the summer before the student's senior year with ongoing course work and the production of a substantial research paper (no fewer than ten pages) on a related issue. This paper and a daily journal recording the internship experiences and the student's reactions to them must be read by at least two faculty readers.

To qualify, a student must have a grade-point average of at least 2.7 at the time of application and must have taken at least nine hours of courses which are clearly connected with the internship before the internship begins.

Any regular, ongoing program of internships must be approved by the Academic Affairs Committee and the Faculty at large. An individual student proposal which does not fall within an approved program of internships must be approved by the Honors Council at least two months before the internship is to begin. No student will receive more than three hours of academic credit for all such internships unless otherwise authorized by the Honors Council.

490. Directed Reading (1,2,3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who will assist in designing the student's program.

495. Independent Study (1,2,3 hours).

Research in which the student works independently under the supervision of a faculty member; the project will ordinarily lead to a paper in which the student describes his work and

BIOLOGY

summarizes his findings. For juniors and seniors only.

For directed reading (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chairman of the department, and the student's faculty advisor.

A student may take no more than two 490/495 courses per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, a written proposal must be submitted to the Honors Council for approval. Students who wish to do extensive independent work are encouraged to pursue Departmental Honors.

Departments may specify prerequisites and minimal grade-point averages for taking 490 and 495 courses.

DEPARTMENTAL HONORS

Departmental Honors promotes independence, self-reliant study, and appreciation of the relationship between the particular concerns of an academic discipline and the broader spectrum of the liberal arts. Qualified juniors and seniors may apply to pursue Departmental Honors within the department of their major. Ordinarily, a student who wishes to pursue Departmental Honors must possess an overall academic average of at least 3.0 with an average of at least 3.3 in the department of his major.

Departmental Honors work includes from six to twelve credit hours in specially designed courses and independent study. Credit is given for laboratory work. Specific requirements and eligibility are established by individual departments, in conjunction with the Honors Council. Interested students should consult the Chair of the appropriate department or the Director of the Honors Program.

KEY TO FACULTY LEAVE STATUS:
 L=On leave, 1994-95.
 F=On leave fall semester only.
 S=On leave spring semester only.

Professors Gemborys, Shear^F, Turney; Associate Professors Devlin, Lund^S; Assistant Professor Werth; Visiting Assistant Professor Young

The diverse preparation necessary for graduate biology programs in different institutions often necessitates tailoring the undergraduate major to suit the particular needs of the student. All students interested in majoring in biology are requested to see a representative of the biology department during their freshman year to discuss their future programs of study. The requirements for a major in Biology are 33 hours, including Biology 101-102 and 151-152 (to be taken during either the freshman or the sophomore year). The balance of the major consists of appropriate electives with at least one course in each of the following three areas: 1. Molecular/Cellular Biology (Biology 215, 220, 311, 331, 332, or 342); 2. Organismic/Systematic Biology (Biology 241, 242, 243, 321, 322, 337, 338, or 382); 3. Ecology/Population Biology (Biology 108, 251, 253, 260, 270, 275, 313, 314, or 376). Biology 250 may not be counted towards the Biology major. Students offering Biology 108 for major credit must also have taken Biology 158.

In addition, Chemistry 110, 150, 210, and 251; or Chemistry 110, 150, and 120 are required.

Note: Many graduate schools require courses in physics, mathematics through calculus, organic chemistry, statistics, computer science, physical chemistry, and electronics by way of preparation for certain biology majors. The Department of Biology recommends that all students planning to pursue graduate or professional studies in the biological sciences investigate the prerequisites for their particular field of study by the fall semester of their junior year so that these may be incorporated into their undergraduate program.

BIOLOGY 101-102. (3-3) Staff
INTRODUCTION TO BIOLOGY. An introduction to the basic topics of the biological sciences. Prerequisites: none for 101; 101 prerequisite for 102. Corequisites: Biology 151 and 152, respectively. Offered: 101 each semester; 102 in the spring semester.

BIOLOGY 108. (3) Gemborys, Lund
ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the

processes leading to the degradation of our environment. The course will include discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources. Students offering Biology 108 for major credit must also have taken Biology 158. Prerequisite: none. Offered: each semester.

BIOLOGY 111. (1) *Gemborys*
NATURAL MAN. Readings, discussions, and films designed to illustrate the capacity of man to survive in hostile environments and to demonstrate the close ecological balance maintained between primitive man and his environment. Emphasis will be given to early Arctic and Antarctic exploration and to the study of Esquimaux culture. Readings will include works by Stefansson, Nansen, Amundsen, Scott, Cherry-Garrard, Shackleton, and Byrd. Admission by consent of instructor. Prerequisite: none. Offered: on demand.

BIOLOGY 151-152. (1-1) *Staff*
LABORATORY IN INTRODUCTORY BIOLOGY. Laboratory work associated with Biology 101 and 102. Prerequisites: none for 151; 151 is prerequisite for 152. Corequisites: Biology 101 and 102, respectively. Offered: 151 each semester; 152 in the spring semester.

BIOLOGY 158. (1) *Gemborys*
LABORATORY IN ENVIRONMENTAL BIOLOGY. A laboratory experience designed to demonstrate the interactions between plants and animals and their environment and to acquaint the non-science-oriented student with techniques and methods used in the measurement of environmental parameters. Consideration will be given to such topics as the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms; a comparison of the chemical and physical characteristics of natural and polluted streams; and the effects of logging and fire in local forest ecosystems. Prerequisite or corequisite: Biology 108. Offered: fall semester.

BIOLOGY 215. (4) *Devlin*
CELL BIOLOGY. An introduction to cells in

terms of structure and function. Major emphasis in lecture sessions includes descriptions of cell organelles and their functions, the mechanics of cell division, and basic molecular genetics. Structure of differentiated cells is considered in relation to the function of various animal and plant tissues. Laboratory will be experimentally based and involve cell culture and other basic techniques. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester.

BIOLOGY 220. (4) *Lund*
MICROBIOLOGY. This course deals mainly with the biology of viruses and prokaryotic microbes, although fungi, protozoa and eukaryotic algae are considered briefly, especially in the laboratory. The structure, energy-harnessing mechanisms, ecology, and genetics of bacteria are considered, along with the structure and genetics of viruses. There is a general survey of the microbes with some emphasis on those that cause human disease. There is extensive laboratory work (two laboratory periods per week) focusing on skills and practices recommended by the American Society for Microbiology, featuring opportunities for students to work independently and in small groups to sample the environment, identify unknowns, and develop microscopy skills. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester.

BIOLOGY 241. (4) *Shear*
INVERTEBRATE ZOOLOGY. A study of the diversity of the animal kingdom, excluding vertebrates, taught from a phylogenetic perspective. The major species of each phylum will be discussed, including ecology and systematics. Representatives of the major phyla will be examined and dissected in the laboratory. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester of odd years.

BIOLOGY 242. (4) *Lund*
BOTANY. An intensive study of the anatomy, morphology, taxonomy, physiology, and ecology of plants, fungi, and algae. The commercial and medicinal uses of plants will be considered. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester.

BIOLOGY 243. (4) *Shear*
ENTOMOLOGY. An intensive study of insects as

representatives of the phylum Arthropoda. Lecture topics will include insect physiology and behavior, insect morphology and classification, social insects, methods of insect control, and insect ecology. Laboratories will consist primarily of work on the local insect fauna. A collection will be required and will form a major part of the student's grade. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester of even years.

BIOLOGY 250. (3) *Turney*

BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt will be made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No laboratory. This course does not provide credit for a biology major. Prerequisite: none. Offered: spring semester.

BIOLOGY 251. (4) *Gemborys*

BIOECOLOGY. A consideration of physical and biotic factors of the environment and how these factors affect both plant and animal life. The laboratory will include an intensive study of these relationships as illustrated in both aquatic and terrestrial communities. Field trips will be made. Prerequisite: Biology 101 or consent of instructor. Offered: spring short term on sufficient demand.

BIOLOGY 253-254. (4-1) *Gemborys*

PLANT ECOLOGY. A consideration of the inter-relationships between plants and their environment. These relationships will be observed through study of the major plant communities of Virginia. Emphasis will be placed on the role of succession and environment in the development of plant associations. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. Field trips are required. The work in the second semester will consist of directed study of a problem of interest to the student and will be based on the principles and methods studied in the first semester. Prerequisites: Biology 101, 102, 151, and 152. Offered: 253 in the fall semester of even years; 254 in the spring semester of odd years on demand.

BIOLOGY 260. (4) *Gemborys*

TROPICAL BIOLOGY. A consideration of the biology of plants and animals, including man, living in a tropical environment. Special emphasis will be given to the study of the structure and function of a typical coral reef and to the study of the ecology, physiology, and taxonomy of other locally important marine forms. Laboratory included. Course presented on the Hampden-Sydney campus and at a tropical marine biology laboratory. Prerequisite: permission of the instructor. Offered: on sufficient demand.

BIOLOGY 270. (4) *Gemborys*

ECOSYSTEMS OF THE MIDATLANTIC AND NORTHEASTERN UNITED STATES.

A survey of the significant vegetation types of the Eastern United States, ranging from the longleaf pine forests of Virginia to the alpine tundra formations of New Hampshire. Consideration will also be given to the effects of climatic, geologic, and edaphic influences on the development of these ecosystems. Quantitative methods of vegetation sampling and statistical techniques will be employed. Laboratory included. Duration: 3 weeks. Prerequisite: none. Offered: spring short term on sufficient demand.

BIOLOGY 275. (4) *Werth*

VERTEBRATE PALEONTOLOGY AND EVOLUTION. Reviews the major steps in vertebrate history (including physical anthropology), with emphasis on significant ecological and structural transitions, as well as the broader evolutionary framework of origins and extinctions. Laboratories and field trips develop geological and geographical principles of paleontology and provide for examination of fossil vertebrate specimens. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester of odd years.

BIOLOGY 311. (4) *Turney*

GENETICS. Principles of heredity and variation as developed from the morphological, physiological, and biochemical levels of gene action. Laboratory exercises include work with classical material such as *Drosophila* as well as more recent activity involving phages and DNA annealing. Some laboratory work and many lecture demonstrations utilize Macintosh computers to model molecular phenomena, perform Mendelian crosses, study population genetics, and statistically

analyze data. All students will build a personal and customized database using Macintosh series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures and one laboratory per week. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester.

BIOLOGY 313. (3)

Shear

POPULATION BIOLOGY. An introduction to the biological applications of simple statistics and the use of mathematical models in genetics, evolution, and ecology. Lecture and discussion sessions will emphasize the derivations of models and statistical formulae, with special attention given to their biological meaning and their appropriateness for use in biology. No special mathematical knowledge will be required beyond algebra and elementary calculus; not recommended for students who have taken Mathematics 121. Prerequisites: Biology 101, 102, 151, and 152; Biology 311 recommended. Offered: on demand.

BIOLOGY 314. (3)

Shear

EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena will be derived and tested through problem-solving. The process of speciation will be examined, and basic biogeographical principles will be studied. Some discussion of the history of evolutionary biology and the lives of its major contributors will also take place. Prerequisite: Biology 311 or 313, or permission of instructor. Offered: on demand.

BIOLOGY 321. (4)

Devlin

DEVELOPMENTAL BIOLOGY. Developmental Biology is a survey course that examines the processes involved in the transformation of a single cell into a complete multicellular organism. The course is organized to contain a mixture of traditional animal morphogenesis as well as the molecular mechanisms of cell and tissue differentiation. Laboratories will involve both the study of prepared slides of vertebrate embryos and the experimental manipulation of embryos from a number of different Phyla. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester of even years.

BIOLOGY 322, (4)

Devlin

HISTOLOGY Histology is the microscopic study of vertebrate tissues. It involves both the examination of the characteristics of the four basic tissue types (cartilage and bone, connective, muscle, and nervous tissue) and the structure and organization of organs and organ systems. The course material will be approached from both a structural and a functional perspective. Histology involves such diverse fields as embryology, cell biology, anatomy, and physiology to explain the relationship of individual tissues to the structure and functioning of the body as a whole. The laboratory will involve the examination of prepared slides and electron micrographs of the tissues discussed in lecture. In addition, all students will prepare their own slides of various tissue types. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester of odd years.

BIOLOGY 331. (4)

Turney

BIOCHEMISTRY-MOLECULAR BIOLOGY. A structural and functional study of the cell with emphasis on the biochemical and ultra-structural aspects of cell metabolism and information processing. A substantial portion of the text and lecture time is devoted to molecular genetics. Laboratory exercises include problems in enzyme kinetics, enzyme isolation, electrophoresis, ion-exchange chromatography, and spectrophotometry. All students will build a customized database using Macintosh series computers. This database then becomes an efficient and serviceable resource when preparing for MCAT examinations or for continuing work in either graduate or professional school. Three lectures and one laboratory or problem session per week. Prerequisites: Biology 101, 102, 151, and 152; Prerequisite or corequisite: Chemistry 210. Offered: fall semester.

BIOLOGY 332. (3)

Turney

PHYSIOLOGY. A continuing treatment of the cell's structure and function with emphasis this semester on muscle contraction, nerve conduction, cell division, and differentiation. Supplemental lectures on the cellular basis for homeostasis are included with specific treatments of circulatory physiology, respiratory physiology, and renal physiology. All students will build a personal and customized database using Macintosh series computers. This database then becomes an efficient and serviceable resource when preparing for

MCAT examinations or for continuing work in either graduate or professional school. Three lectures per week. Prerequisites: Biology 101, 102, 151, and 152. Biology 331 is a desirable antecedent to Biology 332. Check with the instructor if you have not had Biology 331. Offered: on demand.

BIOLOGY 334. (1) *Turney*
ADVANCED BIOCHEMISTRY. A laboratory course investigating the problems of enzyme purification, intermediary metabolism, and protein synthesis. The exercises involve refinements of the techniques learned in Biology 331 with some additional work utilizing manometric techniques, differential centrifugation, and radioactive tracers. Prerequisite: Biology 331. Offered: spring semester.

BIOLOGY 337. (4) *Werth*
COMPARATIVE VERTEBRATE ANATOMY. An intensive study of vertebrate structure and evolution, from materials and tissues to organs and organ systems, including chordate systematics and diversity. Laboratories involve comparative dissection, gross and microscopic examination of vertebrate tissues, and experimental methods in functional morphology. Prerequisites: Biology 101, 102, 151, and 152, or consent of instructor. Offered: fall semester of even years.

BIOLOGY 338. (4) *Werth*
COMPARATIVE VERTEBRATE PHYSIOLOGY. An intensive study of the physical and metabolic functions of vertebrates, including humans. Emphasis is placed on physiological ecology and adaptation to the environment. Laboratory experiments investigate the function of structural tissues and internal organ systems utilizing advanced instrumentation and computer software. Prereq

uisites: Biology 101, 102, 151, and 152, or consent of instructor; Biology 337 recommended. Offered: spring semester of odd years.

BIOLOGY 342. (4) *Gemborys*
PLANT PHYSIOLOGY. A consideration of the fundamental life processes of plants, including photosynthesis, water relations, growth regulators, photoperiodic responses, and mineral nutrition. Primary emphasis placed on laboratory work. Two lectures, two laboratories per week. Prerequisites: Biology 101, 102, 151, and 152. Offered: on demand.

BIOLOGY 376. (4) *Gemborys*
AQUATIC ECOLOGY. A study of the physical, chemical, and biological characteristics of the world's major aquatic ecosystems. The laboratory experience is designed to give the student first-hand knowledge of the methods used in studying aquatic organisms and environments. It will include regular assigned exercises as well as an independent study project. Field trips will be made. Prerequisites: Biology 101, 102, 151, and 152, or consent of instructor. Offered: fall semester of odd years.

BIOLOGY 382. (4) *Shear*
ANIMAL BEHAVIOR. The major features of neurons and how they transmit signals, as well as the consequences of their organization in circuits, will be studied, together with the implications for animal behavior. An examination of comparative ethology, with extensive use of videotapes and computer simulations, will point toward the evolutionary interpretation of behavior. The course will conclude with a study of sociobiology. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester of odd years.

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CHEMISTRY

Professors Anderson, Porterfield, Sipe; Adjunct Professor Johnson; Associate Professors Dunn, Mueller

The requirements for a major in Chemistry are:

1. All courses from the techniques track (except honors) and the following courses from the concepts track: 110, 120, 210-211, 310-311, 411, and one of the following three groups of additional courses: (a) 410 and one chemistry elective at the 300- or 400-level, or (b) for ACS accreditation in chemistry, 320, 410, and 420, or (c) for ACS accreditation in biochemistry, Chemistry 320 and 420, Biology 331, and one additional course in biology, chosen from Biology 215, 220, 311, 321, and 332.
2. Satisfactory completion of Mathematics 141-142, Physics 131-132, and Physics 151-152.

CONCEPTS TRACK

CHEMISTRY 103. (3)

Staff

CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences, and will not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none. Chemistry 150 laboratory may be taken concurrently or in a later semester if desired. Offered each semester if staff permits.

CHEMISTRY 105. (3)

Sipe

TOXIC CHEMICALS IN SOCIETY. An introduction to selected topics in toxicology, pharmacology, and medicinal chemistry that are essential to an understanding of the role of chemicals in modern society and their impact on us as individuals and as a civilization. Considered in this course will be the risks and consequences of contact with chemicals both intended and unintended, e.g., the use of pharmaceuticals and exposure to hazardous chemicals from industrial wastes. This course is intended for students with primary interests outside the sciences and will not satisfy prerequisite requirements for any other chemistry course. Prerequisite: None. Offered: spring semester if staff permits.

CHEMISTRY 110. (3)

Staff

CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for either systematic study of descriptive inorganic chemistry or continuing study of bonding theory in the context of organic chemistry. Some mathematical facility desirable. Prerequisite: none. Corequisite: none. For those students intending to continue in chemistry, Chemistry 150 laboratory should be taken in the same year. Offered: each semester; entering freshmen intending majors or careers related to chemistry should take Chemistry 110 in their first semester.

CHEMISTRY 120. (3)

Staff

DESCRIPTIVE INORGANIC CHEMISTRY. A survey of the chemistry of the elements: their natural occurrence, extractive methods, physical forms, laboratory reactions and uses, and commercial and industrial uses, with some economic interpretation of the latter. Some attention will be given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisite: Chemistry 110. Offered: spring semester.

CHEMISTRY 210-211. (3-3)

Mueller

CHEMICAL BONDING AND ORGANIC CHEMISTRY. An examination of the qualitative principles of covalent bonding as an introduction to an integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisite: Chemistry 110. Corequisites: Chemistry 251-252. Offered: 210 in the fall semester; 211 in the spring semester.

CHEMISTRY 310-311. (3-3)

Sipe, Dunn

PHYSICAL CHEMISTRY I, II. The theoretical principles of chemistry are developed and used to explain selected chemical phenomena. Chemistry 310 considers thermodynamics, statistics, and kinetics; Chemistry 311 considers introductory quantum mechanics and statistical mechanics. Prerequisites: for Chemistry 310, Chemistry 110 and Mathematics 142; for Chemistry 311, Chemistry 310. Corequisite: for Chemistry 310, Physics 131. Offered: 310 in the fall semester; 311 in the spring semester.

CHEMISTRY 312. (3)*Sipe*

PHYSICAL CHEMISTRY III. The quantum mechanics introduction of Physical Chemistry II is extended to molecular systems and used in the prediction of chemical and spectroscopic properties. The theoretical basis of spectroscopic techniques is examined. Prerequisite: Chemistry 311. Offered: spring semester.

CHEMISTRY 318. (3)*Mueller*

MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisite: Chemistry 211 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 320. (3)*Anderson*

BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. The major catabolic pathways are covered in detail. Prerequisite: Chemistry 211 or consent of the instructor. Offered: fall semester.

CHEMISTRY 330. (3)*Mueller*

ORGANIC CHEMISTRY III. An extended examination of the concepts introduced in the first two semesters of organic chemistry. Emphasis will be placed on the relationships between structure and mechanism. Articles from chemical journals will be used to show the interaction of experiment and theory in the formulation and development of reaction mechanisms. Prerequisite: Chemistry 211. Offered: spring semester of odd-numbered years.

CHEMISTRY 410-411. (3-3)*Anderson, Sipe*

CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical investigation and analysis. Topics include basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhance-

ment techniques; computer-assisted acquisition, manipulation, and presentation of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisite: Chemistry 311 or consent of the instructor. Offered: 410 in the fall semester; 411 in the spring semester.

CHEMISTRY 420. (3)*Porterfield**ADVANCED INORGANIC CHEMISTRY.*

Basic theoretical concepts of inorganic chemistry applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 310. Offered: fall semester.

TECHNIQUES TRACK**CHEMISTRY 150. (1)***Staff*

TECHNIQUES OF CHEMISTRY. An extended project involving the independent synthesis and analysis of a coordination compound, requiring the use of library facilities, volumetric and gravimetric techniques of quantitative analysis, and introductory spectroscopic techniques. Breakage deposit: \$35.00. Prerequisite: none. Corequisite: Chemistry 103 or 110. Offered: each semester.

CHEMISTRY 251-252. (1-2)*Staff*

INTERMEDIATE LABORATORY. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical, synthetic, and physical organic areas. The design of synthesis procedures and separation schemes is emphasized, and rate studies are correlated to mechanisms. Analytical techniques applied include gas and liquid chromatography, infrared spectroscopy, UV-visible spectrophotometry, nuclear magnetic resonance, and mass spectrometry. Breakage deposit: \$35.00. Prerequisite: Chemistry 150. Chemistry 251 is prerequisite to Chemistry 252. Corequisites: Chemistry 210-211. Offered: 251 in the fall semester; 252 in the spring semester.

CHEMISTRY 351-352. (2-2)*Staff*

ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical inorganic, organic, and physical chem-

istry. Projects involve advanced synthetic techniques in organic and in inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition, and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352 and 451-452 form a four-semester sequence in which students work each semester with a different member of the department. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 385. (1) *Staff*
INTRODUCTION TO HONORS RESEARCH. The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who will supervise the honors research project in Chemistry 461-462. Prerequisites: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2) *Staff*
ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$35.00. Prerequisite: Chemistry 352. Corequisite: Chemistry 410 or permission of the instructor. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3) *Staff*
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisites: Chemistry 352, Chemistry 385, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3) *Staff*
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisites: Chemistry 461 and consent of the instructor. Offered: on demand.

CLASSICS

Professors Arieti, Tucker^L; Associate Professor Brinkley

The requirements for a major in Greek are at least 18 hours in Greek above the elementary level, of which 12 hours must be in courses at the 300-level or above; Philosophy 301; History 301, 302; Fine Arts 110. The requirements for a major in Latin are at least 18 hours in Latin above the elementary level, of which 12 hours must be in courses at the 300-level or above; Philosophy 301; History 301, 302; Fine Arts 110.

A concentration in Greek and Latin will require at least 12 hours in each language, including six hours in one at the 300-level or above; Philosophy 301; Fine Arts 110; History 301, 302.

The requirements for a major in Classical Studies are at least 6 hours of Greek or Latin above the elementary level and 24 hours to be selected from the following: courses in the Greek and Latin languages (if these are in the language used to satisfy the language portion of this major, they must be above the 201-202 level); courses in Classical Studies; Philosophy 301; History 301, 302; Fine Arts 110. None of the thirty hours taken to satisfy the requirements for this major may be used in the Humanities portion of the distribution requirements.

GREEK

GREEK 101-102. (3-3) *Brinkley*
ELEMENTARY GREEK. This course advances the student rapidly into the reading of classical and New Testament Greek texts by combining a uniquely ordered study of forms, vocabulary, and syntax with carefully chosen illustrative reading material, which consists almost entirely of authentic passages from ancient texts. Considerable attention is given to developing sound appreciation of Greek cultural values by exhaustive study of significant vocabulary. Emphasis is given to the development of the student's command of English grammar, diction, and vocabulary by comparative and contrastive exercises. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3) *Arieti*
INTERMEDIATE GREEK. Reading and analysis of selections from Greek prose and verse, and a continuing study of grammar and vocabulary.

Prerequisites: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301(3) *Brinkley*
THE GREEK NEW TESTAMENT. Passages from the Synoptic Gospels and Acts are read, and a survey of the peculiarities of *koiné* Greek is made. Attention will be given to textual problems, especially those which have theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 302. (3) *Arieti*
GREEK DRAMA. Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes will be read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theater. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 303-304. (3-3) *Arieti*
GREEK HISTORIANS. Selections from the major historians will be read, with emphasis on developing the student's capacity to read Greek prose and on his appreciation of the writers' contributions to Western historiography. Some parallel reading in English is required. Prerequisites: Greek 201-202. It is further suggested that the student have had or be enrolled in History 301. Offered: on sufficient demand.

GREEK 305-308. (3 each semester) *Staff*
ADVANCED READINGS IN GREEK LITERATURE. The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, Lucian, and the Athenian orators. Prerequisites: Greek 201-202. Offered: on sufficient demand.

LATIN

LATIN 101-102. (3-3) *Brinkley*
ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of language structure. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3)

Brinkley

INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisites for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3)

Arieti, Brinkley

MASTERPIECES OF LATIN LITERATURE. A survey of Latin literature of the Republic and the Empire. Prerequisites for 301: Latin 201-202 or equivalent. Prerequisite for 302: 301. Offered: 301 in the fall semester; 302 in the spring semester.

LATIN 401-408. (3 each semester)

Staff

ADVANCED READINGS IN LATIN LITERATURE. The courses will be devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epigraphy, history. Prerequisites: Latin 301-302 or equivalent. Offered: on sufficient demand.

LATIN 411. (3)

Brinkley

LATIN COMPOSITION AND GRAMMAR. Prerequisites: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek.

CLASSICAL STUDIES 201. (3)

Brinkley

ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen.

CLASSICAL STUDIES 202. (3)

Brinkley

CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology

and its linguistic, archaeological, and anthropological significance. Offered: alternate spring semesters.

CLASSICAL STUDIES 203. (3)

Tucker

GREEK LITERATURE IN TRANSLATION.

Reading and discussion of major works of classical Greek literature. Literary themes and techniques will be considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3)

Tucker

LATIN LITERATURE IN TRANSLATION.

Reading and discussion of major works of classical Latin literature. Literary themes and techniques will be considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

CLASSICAL STUDIES 301. (3)

Arieti

HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's *Theogony*—an account of the genesis of the Greek Gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and Augustine, as well as some by minor figures, like Minucius Felix and Basil. Emphasis will be placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under paganism and Christianity. Prerequisite: Any of the following: Humanities 101, History 301, 302, Latin or Greek at the 200-level or above, Classical Studies 203, 204, or permission of the instructor. Offered in spring semester of alternate years.

HISTORY 301. (3)

Arieti

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and will not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester.

HISTORY 302. (3)

Arieti

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization.

ECONOMICS

Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean.

Special attention is given to the development of the civil law and the origin of basic Western legal concepts. This course does not assume a knowledge of Latin and will not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester.

LINGUISTICS 301. (3)

Brinkley

DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3)

Brinkley

HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 401. Offered: on sufficient demand.

Professors Gibson, Townsend; Associate Professor Hendley; Assistant Professors Carilli, Csaplar, M. Prell

The requirements for all students majoring in Economics are 27 hours in Economics, to include Economics 301 and 303, and, in addition, Mathematics 121 and 140. Students are expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year. Beyond these specific courses, the student may choose between concentrations in General Economics and in Management Economics. The General Economics concentration requires the student to take Economics 401 and 402. For the Management Economics concentration, the student must take Economics 221, 222, 421, and 422. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3)

Staff

INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3)

Staff

MONEY AND BANKING. Analysis of the fractional reserve banking system and its place in financial markets and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Macroeconomic theory. Prerequisite: Economics 101. May not be taken by a student who has had Economics 303, except with permission of the instructor. Offered: each semester.

ECONOMICS 201. (3)

Prell

COMPARATIVE ECONOMIC SYSTEMS. An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 205. (3)

Townsend

HISTORY OF ECONOMIC THOUGHT. A survey of the development of economics from Plato and Xenophon through marginalism. Emphasis will be on the works of the central figures in the evolution of the discipline, includ-

ing Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 206. (3) *Townsend*
TOPICS IN THE HISTORY OF ECONOMIC THOUGHT. This course explores methodological and topical subjects in the history of economics. Prerequisite: Economics 101. Offered: on demand.

ECONOMICS 208. (3) *Hendley*
PUBLIC FINANCE. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 210. (3) *Prell*
ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 212. (3) *Townsend*
ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies will be used to illustrate, and will require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 213. (3) *Hendley*
ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 214. (3) *Csaplar*
INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure,

conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 216. (3) *Carilli*
AUSTRIAN ECONOMICS. This course will develop the methodological foundations of the Austrian school. From these foundations the course will investigate the Austrian view on value theory and social costs and benefits, entrepreneurship, competition and monopoly, the socialist calculation debate, capital and interest, money and monetary institutions, business cycle theory, and wages and unemployment. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 221. (3) *Gibson*
MANAGEMENT ACCOUNTING AND ANALYSIS. Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis will be placed on managerial accounting techniques. Prerequisites: Economics 101 and sophomore standing. Offered: each semester.

ECONOMICS 222. (3) *Gibson*
NATURE, MANAGEMENT, AND ENVIRONMENT OF BUSINESS. An introductory survey of the organization and management of the business enterprise, with an emphasis on the functional areas. Prerequisites: Economics 101 and sophomore standing. Offered: fall semester.

ECONOMICS 231. (3) *Gibson*
FINANCIAL ACCOUNTING AND ANALYSIS. A comprehensive introduction to the fundamental principles and procedures of financial accounting. Course emphasis will be placed on the description, derivation, and interpretation of the primary financial statements. Prerequisite: Economics 101. Offered: fall semester. Note: Economics 231 will not fulfill the accounting requirement for the Management Economics concentration; only Economics 221 will fulfill that requirement.

ECONOMICS 301. (3) *Carilli, Townsend*
MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and pricing; comparison of resource allocation in competitive and noncompetitive markets. Prerequisites: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 303. (3) *Csaplar, M. Prell*
MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisites: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 306. (3) *Carilli*
ELEMENTS OF ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive empirical econometric work. Prerequisites: Economics 101 and Mathematics 121. Offered: spring semester.

ECONOMICS 308. (3) *Prell*
MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics 301 and Mathematics 141. Offered: spring semester.

ECONOMICS 311. (3) *Csaplar*
INTERNATIONAL ECONOMICS. Examination of the basis of international trade, the balance of international payments, and adjustment mechanisms. Application of the theory to current problems of international payments and trade. Prerequisite: Economics 301. Offered: spring semester.

ECONOMICS 401. (3) *Townsend*
SEMINAR IN INTERMEDIATE ECONOMIC ANALYSIS. Application of macroeconomic and microeconomic decision tools to problems of business cycles and forecasting. A capstone course in economics, the seminar enables students to use the tools of intermediate theory as devices for dynamically modeling the economy and forecasting trends in economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3) *Hendley*
SEMINAR IN PUBLIC POLICY ANALYSIS. A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisites: Economics 301 and 401, or permission of the instructor. Offered: spring semester.

ECONOMICS 421. (3) *Carilli*
MANAGERIAL ECONOMICS. Application of microeconomic decision tools to managerial problems of the firm. The class time will be divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

ECONOMICS 422. (3) *Gibson*
SEMINAR IN BUSINESS PROBLEMS. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Economics 221, 222, and senior standing or permission of the instructor. Offered: spring semester.

CONCENTRATION IN ECONOMICS WITH MATHEMATICS

The Departments of Economics and Mathematics and Computer Science offer a concentration in Economics with Mathematics for students interested primarily in the quantitative aspects of Economics. The concentration consists of the following courses:

ECONOMICS 101.
 ECONOMICS 301, 303.
 ECONOMICS 306, 308.
 Two elective courses in Economics.
 MATHEMATICS 121, 141, 142.
 MATHEMATICS 231, 242.
 COMPUTER SCIENCE 261.

With the permission of the two departments, a student may substitute within the same discipline for the above courses. A substitution must, however, be consistent with the concentration's objective of a tightly integrated program grounded in the mathematical concepts most widely used in Economics, and exploring the areas of Economics best illustrating the application of quantitative techniques.

ENGLISH

Professors Bagby, S. Colley, Martin, Simpson; Associate Professors Saunders, Schiffer; Assistant Professor Leake; Poet-in-Residence and Lecturer T. O'Grady; Lecturer Rhoads^F

The requirements for a major in English are 33 hours, including two semesters each of History of English Literature (211-212), American Literature (221-222), and Shakespeare (333-334); a genre course; a period course; a single-author course other than Shakespeare. In addition, majors must take one course in British History (History 201-202) or Literary Criticism (English 405). At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

ENGLISH 201. (3) *Staff*
INTRODUCTION TO LITERATURE. This course presents ways of understanding and interpreting literature. It is also an introduction to the main kinds of writing: fiction, poetry, and drama. Students will learn and develop techniques of analysis so that they can find meaning in literature; they will also learn how to write critical interpretations of the works they read. Prerequisite: none. Offered: each semester.

ENGLISH 204. (3) *Bagby*
AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between man and the natural world. The course is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and of the methods by which the individual can prepare himself to receive such benefits. Authors to be considered include Cooper, Emerson, Thoreau, Dickinson, Frost, Hemingway, and Faulkner. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 206. (3) *Martin*
LITERATURE AND YOUTH. A study of the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world,

discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 207. (3) *Martin*
LITERATURE OF WAR. Major literary works concerning war are studied, with special attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth centuries, but includes works of the ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, and Vonnegut. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 209. (3) *Simpson*
THE SHORT NOVEL. This course will include British, European, American, and South American authors and works. Students will read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Gabriel García Márquez. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 211-212. (3-3) *Staff*
THE HISTORY OF ENGLISH LITERATURE. The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221-222. (3-3) *Bagby, Simpson*
AMERICAN LITERATURE. A general study of American literature from colonial times through the Civil War (221) and from the Civil War to the present (222). The emphasis is upon major figures: Hawthorne, Melville, Emerson, and Thoreau; and Whitman, Dickinson, Twain, James, Frost, and Faulkner. Prerequisite: none.

Offered: 221 in the fall semester; 222 in the spring semester.

ENGLISH 224. (3)

INTRODUCTION TO AFRICAN-AMERICAN LITERATURE. The works of major African-American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to African-Americans. Poetry (from Dunbar to Don L. Lee) and fiction (from Toomer to Baldwin) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: on sufficient demand.

ENGLISH 226. (3)

WOMEN AND LITERATURE. A study of gender as a significant force in shaping literature, affecting form, content, and style in works by both men and women worldwide. Themes to be investigated include gender roles, past and present; family relationships; the women's movement as a cultural phenomenon; and male and female literary "voices." Works by various authors will be considered, ranging from Jane Austen, Virginia Woolf, and Alice Walker to Charles Dickens, D. H. Lawrence, and William Styron. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 241. (3)

INTRODUCTION TO CINEMA. Drawing on classic through contemporary masterpieces from American and European cinema, this course first teaches students how to read the filmic image and to appreciate film style. It next addresses narrative technique in film, then introduces some critical approaches to understanding film, such as genre and auteur criticism. Finally, the course examines some films in a cultural studies context. Prerequisite: none. Offered: spring semester. This course does not satisfy the college's literature requirement.

WRITING COURSES

ENGLISH 231. (3)

T. O'Grady
INTRODUCTORY CREATIVE WRITING: POETRY. A workshop in the craft of writing poetry. The general approach will be to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: none. Offered: fall

semester.

ENGLISH 233. (3)

Staff
INTRODUCTORY CREATIVE WRITING: FICTION. A workshop in the discipline of writing fiction. Students will study the techniques of short-story writers such as Anton Chekhov and Eudora Welty to use as models in the writing of their own stories. Prerequisite: none. Offered: fall semester.

ENGLISH 235. (3)

Martin
THE ART OF THE ESSAY. A workshop in the craft of modern essay writing. Students will examine classic and experimental essays for technique and content. Emphasis will be placed on individual style, but imitation of selected works will be encouraged. Prerequisites: Rhetoric 101-102 and consent of the instructor. Offered: on sufficient demand.

ENGLISH 236. (3)

Staff
ADVANCED CREATIVE WRITING: FICTION. A workshop in the craft of writing fiction. Students move from brief assignments emphasizing the elements of fiction—description, point of view, character, and plot—to the writing of short stories. Prerequisite: English 233 or consent of the instructor. Offered: spring semester.

ENGLISH 238. (3)

T. O'Grady
ADVANCED CREATIVE WRITING: POETRY. A workshop in the craft and art of writing poetry. Classes are a mix of open readings and criticism of student poems, reports, and tutorials. Students are asked to compose a chapbook-length portfolio of their own poetry by the end of the semester. Prerequisite: English 231 or consent of the instructor. Offered: spring semester.

PERIOD COURSES

ENGLISH 300. (3)

Martin
MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings will be in modern translation; knowledge of the Old English and Middle English languages is not required. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 301. (3) *Schiffer**LITERATURE OF THE ENGLISH*

RENAISSANCE. Masterpieces of Tudor and Stuart literature (exclusive of Shakespeare and Milton) will be treated in relation to the historical, cultural, and intellectual milieu of the Renaissance in England, 1485-1660. Readings will include works of poetry, drama, fiction, and prose non-fiction by More, Sidney, Spenser, Marlowe, Donne, Jonson, and others. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 302. (3) *Saunders*

EIGHTEENTH-CENTURY LITERATURE. A critical study of the major writers of the eighteenth century, particularly Pope, Swift, and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic era. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and miscellaneous prose. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 303. (3) *Bagby*

THE ENGLISH ROMANTICS. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of “the Romantic imagination.” Prerequisite: none. Offered: fall semester of even years.

ENGLISH 304. (3) *Saunders*

VICTORIAN LITERATURE. This course concentrates on the major Victorian poets—Browning, Tennyson, and Arnold—and samples the minor ones. It examines the prose writings of Carlyle, Darwin, Mill, and Arnold; and it peeks into the prose fiction of at least one significant Victorian novelist—probably Dickens. Prerequisite: none. Offered: fall semester of even years.

GENRE COURSES

ENGLISH 311. (3) *Staff*

EPIC WRITING IN ENGLISH AND AMERICAN LITERATURE. This study of the epic tradition starts with a brief glance at the classical epic and then focuses on epic writing in English and American literature. Readings may include *Beowulf*, *Morte D'Artur*, *Paradise Lost*, *Moby Dick*,

and selections from heroic poems. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 313. (3)

Staff

ENGLISH DRAMA. A survey of English drama, exclusive of Shakespeare. The nature and origins of drama as a literary genre are studied, with attention to the characteristics of tragedy, comedy, and other types. Readings include representative plays from the medieval, Renaissance, Restoration, neoclassical, Romantic, and Victorian periods. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 314. (3)

Simpson

MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 316. (3)

Bagby

MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, and Ammons. The course is intended less as a historical overview than as a close examination of the poetic worlds of the individual writers. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 317. (3)

Simpson

ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read include Austen, the Brontë sisters, Dickens, Thackeray, and Hardy. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 318. (3)

Simpson

MODERN BRITISH AND AMERICAN NOVEL. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 320. (3)

Simpson

THE SHORT STORY. Readings are drawn from American, British, and European short stories,

and from criticism and theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; Joyce, Saki, Maugham, Mansfield, D. H. Lawrence, and H. G. Wells; Maupassant, Chekhov, Pushkin, Kafka, García Márquez, and Thomas Mann.

Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 322. (3) *Leake*
TOPICS IN CONTEMPORARY LITERATURE.

This course is a study of important novels, or plays, or poems written in recent years. Early contemporary literary movements, such as the theater of the absurd and American metafiction, will be studied in order to lend historical perspective to later works, but emphasis will fall on the literature written from the 1970s to the present. The reading list, which will reflect the cultural diversity of contemporary literature, will evolve as new authors emerge or established figures produce new works worthy of attention. Prerequisite: none. Offered: fall semester. The genre will change periodically; fiction will be offered every other year.

SINGLE-AUTHOR COURSES

ENGLISH 330. (3) *Martin*
CHAUCER. *The Canterbury Tales, Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 333-334. (3-3) *Schiffer*
SHAKESPEARE. The early comedies, histories, and tragedies; the sonnets; and *Venus and Adonis* and *The Rape of Lucrece* are treated in the first semester. The "problem plays," the great tragedies, and the romances are read in the second semester. Both courses stress the development of Shakespeare as a literary artist. Prerequisite: none. Offered: 333 in the fall semester; 334 in the spring semester.

ENGLISH 335. (3) *Schiffer*
MILTON. A study of Milton's poetry, with emphasis upon *Paradise Lost, Paradise Regained,*

and *Samson Agonistes* as a trilogy. Milton's life and his prose are considered insofar as they contribute to an understanding of his thought and poetic achievement. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 337. (3) *Saunders*

DICKENS. A study of Dickens's novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens's humor, his social themes, and the serial publication of the novels. At least one of the long novels (e.g., *Bleak House*) will be read throughout the semester in its serial parts. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 338. (3) *Simpson*

FAULKNER. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 339. (3) *Martin*

HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Prerequisite: none. Offered: fall semester of odd years.

LANGUAGE AND CRITICISM

ENGLISH 401. (3) *Brinkley*
HISTORY OF THE ENGLISH LANGUAGE. A general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the peculiar history of American English and its dialects. Prerequisite: none, but English 211-212 is strongly recommended. Offered: on sufficient demand.

FINE ARTS

SEE ALSO UNDER CLASSICAL STUDIES:
Classical Studies 201, English Etymology; and
Linguistics 301 and 302, Descriptive and Historical
Linguistics.

ENGLISH 405. (3)

Staff

LITERARY CRITICISM. A study of critical theories from Aristotle to the present, especially of modern trends in criticism, and an introduction to the practice of critical techniques. An attempt is made to arrive at a reasonably comprehensive and synthesizing view of our literary heritage, both English and American. Prerequisite: none. Offered: on sufficient demand.

Kidd

FINE ARTS 101. (1)

MUSIC READING AND SINGING.

The purpose of this course is to teach the ability to read music by applying in all class drill and practice the movable-do system of solmization and the English system of chanted and sung rhythmic syllables. Students will practice reading music, in treble and bass clefs, of graded difficulty. Fundamentals of singing will also be studied and applied. Prerequisite: none. Offered: each semester.

Kidd

FINE ARTS 103. (3)

INTRODUCTION TO MUSIC LITERATURE.

The aim of this course is to develop listening skills, musical understanding, and knowledge of the standard repertoire. It examines music in its historical and cultural contexts through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: each semester.

Lewis, C. Colley

FINE ARTS 105. (3)

INTRODUCTION TO THE VISUAL ARTS.

This is an introductory course in art appreciation, involving study and analysis of the various visual arts and their historical and contemporary relationship to society. No special artistic ability is required. The course is open to all students. Prerequisite: none. Offered: each semester.

C. Colley

FINE ARTS 110-111. (3-3)

THE HISTORY OF WESTERN ART.

An introductory survey of painting, sculpture, and architecture in Europe and America, the course emphasizes the classical tradition and its transformations first (in 110) by Christianity, then (in 111) by the Industrial Revolution and the emergence of modernism. Prerequisite: none. Offered 110 in the Fall and 111 in the Spring.

Staff

FINE ARTS 206. (3)

WESTERN ART OF THE 19TH AND 20TH CENTURIES.

This course focuses on the painting, sculpture, and architecture of Europe and North America in the modern age, presented in

the context of contemporaneous philosophical thought and historical events. Prerequisite: Fine Arts 105, 201, or 202. Offered: spring semester.

FINE ARTS 207. (3) *Kaye*

INTRODUCTION TO THEATER. This course is designed for students interested in understanding plays in the context of theater history and of performance circumstances. Previous theatrical experience is desirable but not necessary. Plays to be read will be drawn from various periods of history and types of drama, from the Greeks to the Theater of the Absurd. Scenes may be performed, with the emphasis upon interpretation rather than mechanics or technique. Prerequisite: none. Offered: each semester.

FINE ARTS 211-212. (3-3) *Kidd*

FUNDAMENTALS OF MUSIC THEORY. These courses are designed to teach the theoretical fundamentals of music as well as to develop elementary music reading, writing, and analytical skills. Classwork regularly involves critical listening, exercises in music reading and writing, and singing. Topics include notation, keys, scales, intervals, harmonic functions, basic counterpoint, basic musical forms, sight-reading, keyboard, melodic-rhythmic dictation, and score study. Fine Arts 212, as an advanced continuation of 211, concentrates on study and analysis of the larger musical forms. Prerequisite: Fine Arts 103 or permission of the instructor. Fine Arts 211 is the normal prerequisite for Fine Arts 212. Offered: 211 in the fall semester; 212 in the spring semester.

FINE ARTS 214. (3) *Staff*

INTRODUCTION TO PHOTOGRAPHY. This is a studio course, with projects and readings that explore both the history and aesthetics of photography as a fine art. Along with instruction in using a 35mm camera and processing and printing photographs, this course deals with the sharpening of visual perception and emphasizes the creative use of photographic technique. Prerequisite: none. Offered: each semester.

FINE ARTS 215. (3) *Lewis*
BEGINNING DRAWING. This is a studio course, concerned with the development of basic drawing skills in accordance with the concepts of art. Prerequisite: none. Offered: each semester.

FINE ARTS 217. (3) *Lewis*

BEGINNING PAINTING. This is a studio course, intended as an introduction to the history of painting through projects which trace the evolution of painting processes. Prerequisite: Fine Arts 215 or permission of the instructor. Offered: on sufficient demand.

FINE ARTS 302. (3) *Kidd*

TOPICS IN MUSIC HISTORY. This course goes to considerable depth in the selected topic, such as music for the keyboard, chamber music, opera, the works of a single composer or stylistic period. The course emphasizes analysis and interpretation through several written reports, listening and discussion in class, and outside listening. Prerequisite: Fine Arts 103 or permission of the instructor. Offered: spring semester.

FINE ARTS 315. (3) *Lewis*

INTERMEDIATE DRAWING. This is a studio course which focuses upon identifying style, improving visual memory, using varied drawing materials, developing appropriate images to illuminate or illustrate text, and working from the human figure. Prerequisite: Fine Arts 215. Offered: on sufficient demand.

FINE ARTS 321. (3) *Kaye*

THEORY AND PRACTICE OF THEATRE. The first portion of the course will concentrate on the theory and practice of the most central of all theatre activities, acting, with specific study of the influence of Stanislavsky. The final weeks of the course will, according to the interests of individual students, offer opportunities for studying the theory and practice of directing, (more) acting, lighting, set design, theatre design, and play-writing. Prerequisite: Fine Arts 207 or consent of the instructor. Offered: each semester.

HISTORY

Professors Heinemann, Laine, Simms⁸; Associate Professors Fitch, Hattox, Prazniak; Assistant Professor Lehman; Visiting Assistant Professor Pilkington; Lecturer Langlois

The requirements for a major in History are 33 hours in history courses, including History 101-102 and 499. Of the remaining 24 hours, 9 must be in the field of United States history and 9 in any field outside United States history.

All 300- and 400-level courses are open only to juniors and seniors, or others with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines. Special topics are offered in History 485 and 490.

HISTORY 101-102. (3-3) *Hattox, Laine, Langlois, Pilkington, Prazniak, Simms*
WESTERN CIVILIZATION. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. It is a natural sequel to Humanities 101-102 (Western Tradition). Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 111-112. (3-3) *Heinemann, Lehman, Pilkington*
UNITED STATES. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War, with emphasis on the period following 1763, especially the years 1830-1860. The second semester begins with Reconstruction and goes through World War II with emphasis on the rise of progressivism and the New Deal. If time permits, developments in the post-war period will be considered. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 180. (3) *Heinemann*
THE CIVIL RIGHTS MOVEMENT. An investigation of the origins, development, and results of the movement which ended legal racial discrimination in America. The seminar will look

at the "Jim Crow" system of segregation, civil rights leaders and organizations, and their opposition. The television documentary "Eyes on the Prize" will be a primary source, along with other films and books. Open to freshmen only.

HISTORY 201-202. (3-3) *Laine*
ENGLAND AND THE BRITISH EMPIRE. The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3) *Simms*
RUSSIA. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: Junior or senior status, or permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3) *Prazniak*
EAST ASIA. This course surveys the historical developments which have shaped the societies of China, Japan, and Korea. The first semester concentrates on China; the second semester focuses on Japan. Topics include Confucian society, Japanese feudalism, the Opium War, the Chinese Communist Revolution, and the emergence of Japan as a world economic power. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

HISTORY 207-208. (3-3) *Hattox*
MIDDLE EAST SURVEY. The Arab East, Turkey, and Iran in the Islamic age. The first semester will cover the life and mission of Muhammad, Islam as a religion, medieval Islamic civilization, the coming of the Turks, the crusades, and the development and decline of the Ottoman Empire. The second semester will cover the challenge of the West, the problems of modernization, the development of nationalism, the Arab-Israeli conflict, and the rebirth of Islamic fundamentalism as a political force. Prerequisite: none. Offered: 207 in the fall semester; 208 in the spring semester.

HISTORY 209-210. (3-3)*Lehman*

LATIN AMERICAN SURVEY. The course is designed to foster an appreciation of Latin America as well as an understanding of the historical factors that have contributed to the region's political instability and economic underdevelopment. The first semester covers Pre-Colombian civilizations, the effect of European contact on those civilizations, the key features of Spanish and Portuguese colonization, and the issues leading to independence. The second semester looks at post-independence developments in the key nations of Latin America and devotes attention to inter-American relations. Prerequisite: none. Offered: 209 in the fall semester; 210 in the spring semester.

HISTORY 211. (3)*Fitch*

COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the economic, social, and political institutions of colonial America, and to the origins of the Revolution. Prerequisite: none. Offered: fall semester.

HISTORY 212. (3)*Staff*

THE AGE OF THE AMERICAN REVOLUTION, 1763-1815. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3)*Heinemann*

CIVIL WAR AND RECONSTRUCTION. The United States from the War of 1812 to the Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: 213 in the fall semester; 214 in the spring semester.

HISTORY 215-216. (3-3)*Heinemann*

TWENTIETH-CENTURY AMERICA. The United States from 1900 to the present. The first semester (1900-1939) covers the responses of

Americans to modernization, with emphasis on the reform movements of Progressivism and the New Deal. The themes of foreign involvement and domestic crisis highlight the second semester. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 301. (3)*GREEK HISTORY**See under Classical Studies.***HISTORY 302. (3)***ROMAN HISTORY**See under Classical Studies.***HISTORY 304. (3)***Hattox*

MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: fall semester.

HISTORY 306. (3)*Simms*

TWENTIETH-CENTURY EUROPE. A study of European history from 1914 to 1945, including such topics as World War I, the Treaty of Versailles, the advent of Nazism, the diplomatic events of the 1930s, and World War II. This course will utilize lectures, classroom discussions, and several films. Prerequisite: permission of the instructor. Offered: spring semester.

HISTORY 313. (3)*Staff*

HISTORY OF AMERICAN FOREIGN RELATIONS. A survey of America's role in foreign affairs from the formation of the Republic to the contemporary period. Emphasis will be given to the nature of American interests and the interplay between ideals and self-interest as America experienced the transition from small-power to great-power status. Prerequisite: none.

HISTORY 315-316. (3-3)*Staff*

AMERICAN INTELLECTUAL HISTORY. This course provides an intensive examination of ideas in America from the colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the development of major patterns of thought in America and the impact of those ideas upon institutions and values. Specific topics will be chosen to illustrate the particular

configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Offered: 315 in the fall semester; 316 in the spring semester.

HISTORY 317. (3) *Heinemann*

THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 318. (3) *Heinemann*

BLACK AMERICA. A study of the African-American's contribution to American history and culture, both individually and collectively. Emphasis is given to the institutions of slavery and segregation, black leadership, and the black protest movement. Prerequisite: none.

HISTORY 407. (3) *Laine*

TUDOR AND STUART BRITAIN. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202 or permission of the instructor.

HISTORY 408. (3) *Laine*

THE AGE OF HUMANISM AND REFORMATION. A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual movements from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisite: History 101 or permission of the instructor.

HISTORY 409. (3) *Langlois*

THE FRENCH REVOLUTION. A study of the origins of the French Revolution, following its transformation of ideals in response to war and counter-revolution, and assessing its long-range achievements from 1789 through the Consulate. The French model and tradition of revolution as a recurrent theme in the 19th and 20th centuries is

also examined. Prerequisites: History 101-102 and senior or junior status, or permission of the instructor.

HISTORY 410. (3) *Staff*

TOPICS IN MODERN EUROPEAN HISTORY.

A seminar focusing on selected topics in modern European history such as the Enlightenment, the Industrial Revolution, the Concert of Europe, the Second Empire, Bismarck's Germany, the Belle Epoque, or Imperialism, using primary and secondary readings, class presentations, and discussion. Prerequisite: History 101-102.

HISTORY 411. (3) *Simms*

RUSSIAN LITERATURE IN HISTORICAL PERSPECTIVE. A survey of Russian literature from 1825 to the present in its historical context. The literature selected will have particular significance to the history of a given period, *i.e.*, how it both reflects and affects the basic themes of Russian history. Prerequisite: History 203 or 204, or permission of the instructor.

HISTORY 412. (3) *Heinemann*

TOPICS IN RECENT AMERICAN HISTORY. A seminar investigating selected topics in twentieth-century American life and politics, utilizing readings, student papers, and class discussions. Prerequisite: senior or junior status.

HISTORY 420. (3) *Staff*

TOPICS IN COMPARATIVE HISTORY. A seminar investigating selected topics in cross-societal, historical studies. Topics to be offered may include revolution in Russia and China, the Enlightenment in Europe and America, colonialism, urban society in Europe and the United States, themes in European and Asian development. Prerequisite: History 101-102 or Humanities 101-102, or the consent of the instructor(s).

HISTORY 499. (3) *Staff*

COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in Asian, European, or American history. Students are expected to participate regularly in class discussions of assigned readings, to make occasional oral reports on specific topics, and to write a number of analytical essays of short-to-moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular

era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). Normally, two colloquia—one American, one non-American—are offered each semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior history majors. Prerequisites: Students who enroll in a European Colloquium should normally have completed History 101-102; students who enroll in an American Colloquium should normally have completed a 100- or 200-level course covering at least part of the time-frame or subject of the colloquium. Among topics covered in the Asian Colloquium: Communism in China; in the European Colloquium: war and society, Henry VIII and the Reformation, Nazism: historical and religious dimensions; and in the American Colloquium: studies in Revolutionary America, leadership in the twentieth century, and the Vietnam War.

HISTORY 500. (3) *Staff*

SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis will investigate in detail some historical topic of interest to the student. The student will work under the guidance of a member of the history department in selecting, researching, and writing his essay. Prerequisite: History 499.

HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his history courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300- or 400-level history course. After taking History 499 by the fall of his senior year and receiving a grade no lower than B+, he enrolls in History 500. The Honors Council and history department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the history department and a third professor chosen from another department by the student with the advice of his advisor and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.

HUMANITIES

Faculty of the Departments of Classics, English, Fine Arts, History, Modern Languages, Philosophy, and Religion

The requirements for the Humanities major, including the distribution requirement in the Humanities division and the foreign-language proficiency requirement, are 60 semester hours of work, as follows:

DEPARTMENT	SEMESTER
	HOURS
•English (200-level and above)	12
•Foreign Languages (200-level and above, in two languages, one ancient, one modern)	18
•Philosophy (301-302)	6
•Fine Arts (110-111 or 103 or 105 or 206 or 207 or 211-212 or 302)	6
•History	9
Ancient	3
Medieval	3
Additional	3
•Advanced English, Foreign Language, Philosophy, Religion, or Independent Study (495) course	3
•Electives in the Humanities	6

The Humanities program consists of courses which bridge traditional departmental divisions and which deal with issues and areas of knowledge of general human concern. Current and recent staff members include the following:

Professors Arietti, Carney, Norment; Adjunct Professor C. Colley; Associate Professors Brinkley, Deis, Frye, R. Hall, Iverson; Assistant Professor P. Wilson

HUMANITIES 101-102. (3-3)	<i>Staff</i>
<i>WESTERN TRADITION.</i> Western Tradition is an introductory humanities course in which major thinkers and issues of the Western cultural heritage are studied. It deals with the civilization of ancient Greece and Rome, the Biblical tradition, the European Middle Ages, the age of the Renaissance and the Protestant Reformation, and the early modern world. Attention is given to history, philosophy, religion, literature, the arts, and political and economic thought. Classwork consists of lecture sessions, in which all participants meet together, and discussion sections, for which small groups meet with faculty leaders.	

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY STUDIES 230. (3)

Martin

PARIS IN THE TWENTIES. This course is a study of the literature written in (or about) the great artistic center, Paris, during the flamboyant and creative years from the end of the Great War to the Crash (1918-1929). The primary focus will be modern literature and its cultural background, but attention will also be given to other modern arts—painting, music—and to politics, society, and the way of life in post-war Paris. Readings include works by F. Scott Fitzgerald, Gertrude Stein, Ernest Hemingway, Malcolm Cowley, and others who lived and worked in Paris in the nineteen-twenties. Prerequisite: none. Offered: spring short term.

INTERDISCIPLINARY STUDIES 375. (3)

Staff

LEADERSHIP AND PUBLIC SERVICE IN CONSTITUTIONAL CONTEXT. Beginning with an examination of the major historical developments that have shaped the place and role of administrative-class officials in this country, this course will provide students with a general introduction to the significant legal and political dimensions of public sector employment. The general subject of public service ethics, including such topics as conflict of interest regulations, and the complexities of intergovernmental and interbranch relations will be reviewed. The first segment of the course will focus on historical, ethical, and political themes, while the second part will be devoted to management-related matters and legal issues. Prerequisites: junior standing and consent of the instructor. Offered: fall semester.

INTERDISCIPLINARY STUDIES 376. (3)

Staff

PUBLIC SERVICE INTERNSHIP. Internship is to be combined with a research project. The internship and research project will be closely supervised by a faculty member. Internships will be arranged to complement the education provided at Hampden-Sydney. Credit will be awarded only following a public defense of the completed research project. The defense will follow the pattern established for honors papers. Prerequisite: Interdisciplinary Studies 375. Offered: both semesters.

INTERDISCIPLINARY STUDIES 465. (3)

S. Wilson

AN OVERVIEW OF U.S. NATIONAL INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security in the closing years of the 20th century. Central themes include the critical need for sound and timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; and guidelines for preparing for a professional career in intelligence, with emphasis on the value of a broadly based, liberal arts education. Extensive use is made of the case-study approach for illustrative purposes. Each student will be required to prepare and present an intelligence analysis focusing on a selected area of potential threat to U.S. foreign-policy interests. Prerequisite: completion of the core requirements or permission of the instructor.

INTERSCIENCE

Faculty of the Departments of Biology, Chemistry, Mathematics and Computer Science, and Physics and Astronomy

Students may satisfy the requirements for the Inter-science major, as well as the Natural Science portion of the distribution requirements, by following any one of the several courses of study specified below.

BIOLOGY-CHEMISTRY

BIOCHEMISTRY-MOLECULAR BIOLOGY: Three of the following four courses: Biology 311 (Genetics), Biology 332 (Physiology), Chemistry 320 (Biochemistry), Chemistry 318 (Medicinal). Total: 9-10 hours.

BIOLOGY: 101-102, 151-152 (General and Laboratory), 331 (Biochemistry-Molecular), 334 (Advanced Biochemistry), and two courses from the following list: 215 (Cell Biology), 220 (Microbiology), 311 (Genetics), 332 (Physiology), with the last two courses eligible only if not submitted in satisfaction of the Biochemistry-Molecular Biology area requirement above. Total: 16-17 hours.

CHEMISTRY: 110-150-120 (Concepts and Laboratory), 210-211-251-252 (Organic and Laboratory), 310 (Physical Chemistry I), Chemistry 351 (Advanced Lab). Total: 21 hours.

OTHER: Physics 131-132, 151-152 (General and Laboratory); Mathematics 141 (Calculus I). Total: 12 hours.

BIOLOGY-PHYSICS

BIOLOGY: 101-102, 151-152 (General and Laboratory), 311 (Genetics), 331 (Biochemistry-Molecular), 332 (Physiology), either 220 (Microbiology) or 342 (Plant Physiology). Total: 23 hours.

PHYSICS: 103-143 (Digital Electronics), 111-112 (or 131-132), 151-152 (General Physics and Laboratory), 361 (Microcomputer Interfacing), 222-262 (Electronic Instrumentation and Laboratory), 412 (Wave Properties and Optics). Total: 22 hours.

INTRODUCTORY HONORS

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

HONORS 101. (3)

Staff

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisite: freshman merit scholar status; permission of the Honors Council required. Offered: fall semester.

HONORS 102. (3)

Staff

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisite: freshman merit scholar status; permission of the Honors Council required. Offered: spring semester.

OTHER: Chemistry 110-150-120 (Concepts and Laboratory); either Chemistry 210-251 (Organic) or Mathematics 141 (Calculus I). Total: 12 hours.

Substitutions in the above courses of study may be made with the approval of department chairmen in both areas of concentration. Such substitutions must not lessen the coherence of the course of study.

MATHEMATICS-PHYSICS

MATHEMATICS: 141 (Calculus I), 142 (Calculus II), 231 (Linear Algebra), and two courses at the 200-level or above. Total: 15-16 hours.

COMPUTER SCIENCE: 261 (Fundamentals of Computer Science), 262 (Data Structures), 361 (Computer Organization), and 362 (Programming Languages). Total: 12 hours.

PHYSICS: 131-132, 151-152 (General and Laboratory); 121 (Problems); 103-143 (Basic Digital Electronics and Laboratory); either 203-252 (Basic Linear and Laboratory) or 222-262 (Principles of Electronic Instrumentation and Laboratory); and eight hours at the 200-level or above. Total 25 hours.

OTHER INTERSCIENCE PROGRAMS

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 242 and at least six semester hours in Mathematics at the 300- or 400-level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the following distribution requirements: (a) 42 hours in Mathematics and Biology combined; or (b) 42 hours in Mathematics and Chemistry combined. The course of study must form a coherent program and must be approved by department chairmen in both areas of concentration. The planned course of study shall be presented to the Dean of the Faculty at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairmen; such substitutions must not lessen the coherence of the course of study.

MATHEMATICS AND COMPUTER SCIENCE

Professors Bryce, Gaskins, Mayo; Associate Professors Berman¹, Koether, Pelland²; Adjunct Associate Professor Cohen; Assistant Professors Rusewicz, Valente; Lecturer J. Hall

Thirty-seven hours in mathematics are required for a major in mathematics: Mathematics 141, 142, 231, 242, 431, 441, and 5 electives at or above the 200-level. Among the 37 hours must be one of the following sequences: Mathematics 421-422, 431-432, 441-444, 441-448, or 451-452. Two of the 5 electives may be computer science courses. With the approval of the department, 1 of the 5 may be a course in another department that makes extensive application of mathematics.

Forty-four hours are required for a major in mathematics and computer science: Mathematics 141, 142, 231, 242, 332, and 431; Computer Science 261, 262, 361, 362, 461, 480; and one elective chosen from the following list: Mathematics 222, 342, 345, 421, 432. In addition, Mathematics 441 is strongly recommended, especially for students considering graduate work in computer science. Students interested in majoring in mathematics and computer science should consult with the department no later than the end of their freshman year.

MATHEMATICS 100. (4) *Staff*
AN INTRODUCTION TO THE MATHEMATICAL SCIENCES. The elements of computing, elementary functions, and the fundamentals of algebra and arithmetic. Students will write programs in BASIC to illustrate fundamental principles and accordingly prepare themselves for other courses in mathematics and computer science. A student cannot receive credit for Mathematics 100 if he has passed any other college course in mathematics or computer science. Prerequisite: consent of the department. Offered: fall semester.

MATHEMATICS 121. (4) *Staff*
STATISTICS. Introduction to probability and statistics. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 130. (4) *Staff*
FINITE MATHEMATICAL MODELS. A course emphasizing the use of finite mathematics in

modeling real-world phenomena. Specific topics will be chosen from among the following: matrix algebra, graph theory, cryptography, Leontief input-output models, linear programming, probability, counting methods, game theory, and Markov chains. Prerequisite: none. Offered: each semester.

MATHEMATICS 140. (4) *Staff*
MATHEMATICS FOR ECONOMICS. A study of differential and integral calculus and its applications. Topics include differentiation of elementary functions in one and several dimensions, integration of polynomials, and constrained and unconstrained optimization in one and several variables. Prerequisite: Economics 101. Students who have any credit at Hampden-Sydney for the study of calculus may not take this course. Offered: each semester.

MATHEMATICS 141. (4) *Staff*
CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

MATHEMATICS 142. (4) *Staff*
CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, infinite series. Prerequisite: Mathematics 141 or the equivalent. Offered: each semester.

MATHEMATICS 212. (3) *Staff*
AN INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian mathematics through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 142 or consent of the instructor. Offered: spring semester.

MATHEMATICS 222. (4) *Staff*
STATISTICAL METHODS. A project-based study of sampling distributions, estimation, and hypothesis testing. Major topics are classical and nonparametric analysis of variance, and regression analysis. Students use a variety of statistical software to produce both individual and group projects. Prerequisite: Mathematics 121 or consent of the instructor. Offered: spring semester.

MATHEMATICS 231. (4)	<i>Staff</i>	MATHEMATICS 343. (3)	<i>Staff</i>
<i>LINEAR ALGEBRA.</i> Matrix arithmetic, vectors, abstract vector spaces, linear transformation, inner products, and eigenvalues, with some emphasis on algorithms and computing. Prerequisite: Mathematics 142. Offered: spring semester.		<i>VECTOR ANALYSIS.</i> Line and surface integrals, classical theorems of vector analysis. Prerequisite: Mathematics 231. Offered: fall semester of even years.	
MATHEMATICS 242. (4)	<i>Staff</i>	MATHEMATICS 345. (3)	<i>Staff</i>
<i>CALCULUS III.</i> Plane curves, polar coordinates, vector analysis of curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Mathematics 142. Offered: fall semester.		<i>APPLIED MATHEMATICS.</i> Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Mathematics 231 and 242 or consent of the instructor. Offered: spring semester of odd years.	
MATHEMATICS 243. (3)	<i>Staff</i>	MATHEMATICS 421. (3)	<i>Staff</i>
<i>DIFFERENTIAL EQUATIONS.</i> Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Mathematics 242 or consent of the instructor. Offered: fall semester of odd years.		<i>PROBABILITY AND STATISTICS I.</i> Discrete and continuous probability distributions, moment-generating functions, and limit theorems. Prerequisite: Mathematics 231. Offered: fall semester of odd years.	
MATHEMATICS 331. (4)	<i>Staff</i>	MATHEMATICS 422. (3)	<i>Staff</i>
<i>OPTIMIZATION.</i> A mathematical introduction to optimization. Linear programming, integer programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 231. Offered: fall semester of even years.		<i>PROBABILITY AND STATISTICS II.</i> The theory underlying estimation and hypothesis testing, and its application in one- and multi-sample problems. Prerequisite: Mathematics 421. Offered: spring semester of even years.	
MATHEMATICS 332. (4)	<i>Staff</i>	MATHEMATICS 431-432. (3-3)	<i>Staff</i>
<i>DISCRETE MATHEMATICS FOR COMPUTER SCIENCE.</i> An introduction to the discrete mathematics most useful in computing and computer science. Topics include set theory, mathematical logic, graph theory, and combinatorics. Prerequisite: Mathematics 231. Offered: spring semester of even years.		<i>ALGEBRAIC STRUCTURES.</i> Groups, rings, fields, linear algebra, and selected topics. Prerequisite: Mathematics 231. Offered: 431 in the fall semester; 432 in the spring semester of odd years.	
MATHEMATICS 334. (3)	<i>Staff</i>	MATHEMATICS 441. (3)	<i>Staff</i>
<i>ELEMENTARY NUMBER THEORY.</i> An introduction to the theory of numbers. Prerequisite: Mathematics 231. Offered: fall semester of odd years.		<i>INTERMEDIATE ANALYSIS.</i> Further investigation of the calculus of one real variable. Continuity, uniform convergence, differentiation, and integration. Prerequisites: Mathematics 231 and 242. Offered: fall semester.	
MATHEMATICS 342. (3)	<i>Staff</i>	MATHEMATICS 444. (3)	<i>Staff</i>
<i>NUMERICAL ANALYSIS.</i> Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisites: Mathematics 231 and 242. Offered: spring semester of even years.		<i>COMPLEX ANALYSIS.</i> An introduction to the theory of complex functions. Prerequisite: Mathematics 441. Offered: spring semester of odd years.	
		MATHEMATICS 448. (3)	<i>Staff</i>
		<i>TOPOLOGY.</i> Elementary topological concepts. Prerequisite: Mathematics 441. Offered: spring semester of even years.	

MATHEMATICS 451. (3) *Staff*
GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Mathematics 231. Offered: fall semester of even years.

MATHEMATICS 452. (3) *Staff*
AN INTRODUCTION TO THE FOUNDATIONS OF MATHEMATICS. Mathematical logic: the propositional and predicate calculi. First-order theories (elementary arithmetic, first-order set theory). Foundational problems and philosophies: logical and set-theoretic paradoxes and approaches to their resolutions. Gödel's incompleteness theorems. Prerequisite: Mathematics 451. Offered: spring semester of odd years.

MATHEMATICS 461. (3) *Staff*
HONORS IN MATHEMATICS. A scholarly project conducted in close consultation with a supervising professor and ordinarily continuing in Mathematics 462. Prerequisite: consent of the instructor. Offered: on demand.

MATHEMATICS 462. (3) *Staff*
HONORS IN MATHEMATICS. Continuation of 461. Prerequisites: Mathematics 461 and consent of the instructor. Offered: on demand.

COMPUTER SCIENCE 161. (3) *Staff*
COMPUTER SCIENCE: AN INTRODUCTION TO COMPUTING. A project-based study of the broad application and impact of computing, and an introduction to major areas of computer science, including computer organization, programming languages, algorithms, and computability. This course does not count towards the mathematics and computer science major. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 261. (3) *Staff*
FUNDAMENTALS OF COMPUTER SCIENCE. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs. Problem-solving is emphasized. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 262. (3) *Staff*
DATA STRUCTURES. A continuation of Computer Science 261 but with emphasis on language structures and applications of those

structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. Prerequisite: Computer Science 261. Offered: spring semester.

COMPUTER SCIENCE 361. (3) *Staff*
COMPUTER ORGANIZATION. A machine-level view of computing. Topics may include computer arithmetic and data representation, assembly language programming and the assembly process, machine instruction sets, micro-programming and digital logic. Prerequisite: Computer Science 262. Offered: fall semester.

COMPUTER SCIENCE 362. (3) *Staff*
PROGRAMMING LANGUAGES. A study of the design and implementation of programming languages. Concepts such as scope rules, data types and data sharing, control structures, block structure, recursion, storage management, formal specification of syntax and semantics, and interpreters. Prerequisite: Computer Science 361. Offered: spring semester.

COMPUTER SCIENCE 380. (3) *Staff*
TOPICS IN COMPUTER SCIENCE. Topics may be chosen from among operating systems, systems programming, object-oriented programming, computer graphics, and artificial intelligence. Prerequisite: Computer Science 361. Offered: on demand.

COMPUTER SCIENCE 461. (3) *Staff*
THEORY OF COMPUTING. An introduction to theoretical computer science. Abstract models of computers will be used to help investigate the limitations of computing. Topics may include computability, complexity, automata, formal languages and grammars, and the Chomsky hierarchy. Prerequisite: Computer Science 362. Offered: fall semester.

COMPUTER SCIENCE 480. (3) *Staff*
ADVANCED TOPICS IN COMPUTER SCIENCE. Topics may be chosen from among compiler design, symbolic computation, computational complexity, program verification and correctness, and database theory. Prerequisite: Computer Science 461 or consent of instructor. Offered: spring semester.

MODERN LANGUAGES

Professors Farrell, Jagasich, Silveira; Associate Professor Kline; Assistant Professors Noguera, Woodard; Lecturers R. Prell, Stith

The requirements for a major in French, German, or Spanish are 18 hours in the language including 301, 302, and 400 for Spanish, four courses at the 400-level, including at least six hours credit from an approved host institution in a foreign country where the target language is spoken, and the completion of one of the following cultural or linguistic options: (1) Latin or Greek through the 102-level plus Descriptive Linguistics 301 (See under Classical Studies) and English Etymology (Classical Studies 201); or (2) a second modern language (French, Spanish, or German) through the 202-level; or (3) six semester courses (not counted toward distribution requirements) in related cultural areas to include Fine Arts, History, Literature, Religion, or Philosophy. For a double major with some other discipline (e.g., Political Science), the student must complete in the language(s) concerned four semester courses at the 400-level, though the requirement to study abroad must be respected.

STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study and monitors closely the standards and administration of the programs to which it entrusts its students. Approved programs offer supervision, coordination, structure, and compatible cost, and financial aid is available in the event of need. Credit is granted at par with other Hampden-Sydney programs; quality points for majors; hours only for non-majors, though courses overseas must be approved in advance by the department chair and be consonant with Hampden-Sydney's curricular philosophy.

THE PROFICIENCY REQUIREMENT

The proficiency requirement at Hampden-Sydney College is deemed by this department met when a student has shown the structural competence and functional capability to approach unfamiliar material in the target language, such material to be mature, of significant dimension, and not adapted for student use. The student shall give evidence of his understanding by analysis of and clear expression in the target language to interrogation, also in the target language. This and no other proof will be satisfactory. "Gist" reading and "gist" comprehension, as they do not foster discretion or judgment, will not be

adequate. Since all students are required to demonstrate proficiency in a foreign language, modern or classical, the following Modern Language Department classes are designated for that purpose: 201 and its sequel 202. Students may, of course, take these same courses for credit toward the distribution requirement in Humanities, but they must observe the prerequisites in each case. Students may satisfy the Hampden-Sydney proficiency requirement only with courses taken at Hampden-Sydney or in approved foreign-study programs in countries where the target language is spoken.

MODERN LANGUAGE PLACEMENT POLICY
Proficiency may also be demonstrated by evidence of scores on nationally-recognized normative tests: 650 on the SAT II: Subject Test; 3 on the Advanced Placement examination. Students without such documentation will be screened and placed tentatively in the appropriate section. Placement may be contested by petition to the Department of Modern Languages, and although all students are encouraged to enter the highest level possible, those unsure of their preparation may begin with 101 if they choose, but in any event, must take both 201 and 202 to satisfy the Hampden-Sydney language requirement. Students engaged in preparing for or satisfying the proficiency requirement will have priority for space in all 100- or 200-level classes.

FRENCH

FRENCH 101-102. (3-3)

Staff

INTRODUCTION TO FRENCH. Grammar, reading, and drill in pronunciation. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester.

FRENCH 201-202. (3-3)

Staff

INTERMEDIATE FRENCH. A balanced course with emphasis on reading. Writing of formal essays in French. Prerequisites for 201: 101-102 or equivalent. Prerequisite for 202: 201. Laboratory. Offered: 201 in the fall semester; 202 in the spring semester.

FRENCH 301-302. (3-3)

Staff

MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present; a thematic presentation with complete, representative works read. Consider-

erable reading. Prerequisites: French 201-202 or permission of department chairman. Offered: 301 in the fall semester; 302 in the spring semester. Required for the major.

FRENCH 305-306. (3-3) *Staff*
ADVANCED CONVERSATION. An intensive course in the spoken idiom, with daily drills and laboratory work. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical language. A course of practical content designed to lead to foreign study or to supplement career goals. Prerequisites: French 201-202 or permission of the department chair. Offered: 305 in the fall semester; 306 in the spring semester.

FRENCH 307-308. (3-3) *Farrell*
MASTERPIECES OF FRENCH LITERATURE (in English). An introduction to world literature of French origin for elective credit in Humanities. Same structure and material as 301-302. Prerequisite: none. Offered: when possible.

FRENCH 401. (3) *Kline*
FRENCH THEATER. Survey of French drama from medieval *trope* to *absurde*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisites: French 301-302 or approval of the department chair. Required for the major.

FRENCH 402. (3) *Farrell*
ADVANCED FRENCH COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; emphasis on essay format and *explication de textes* from literary works chosen each semester to pursue a given theme or topic, e.g., slang or nonconventional French, the French of Québec, of Africa, of the Caribbean and so on. Prerequisites: French 301-302 or approval of the department chair. Required for the major.

FRENCH 403. (3) *Farrell*
FRENCH POETRY. Survey of French poetical forms from Middle Ages to Symbolism; examination of the unique character of French verse. Extensive reading. Prerequisites: French 301-302 or approval of the department chair. Required for the major.

FRENCH 404. (3) *Kline*

FRENCH NOVEL. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early narrative forms through the *nouveau roman*. Extensive reading. Prerequisites: French 301-302 or approval of the department chair. Required for the major.

GERMAN

GERMAN 101-102. (3) *Kline*
INTRODUCTION TO GERMAN. Students acquire a thorough familiarity with the language by constant grammatical drill, composition, and reading of simple narrative prose. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester.

GERMAN 201-202. (3-3) *Jagasich*
INTERMEDIATE GERMAN. A review of grammar. Oral practice based on readings from various types of material. Elements of composition. Students perform plays and report on individual outside reading. Laboratory. Formal essays in German. Prerequisites for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

GERMAN 301-302. (3-3) *Jagasich*
SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with class reading of selected poetry, prose, and drama from the Middle Ages to the twentieth century. Term reports on extensive parallel reading. Prerequisites: 201-202 or equivalent. Required for the major.

GERMAN 307-308. (3-3) *Farrell*
SURVEY OF GERMAN LITERARY FORMS IN ENGLISH TRANSLATION. First semester will offer study of texts from the Teutonic epic through *Faust, Erster Teil*. Second semester begins with Goethe's *Werther* and continues through Gunther Grass' *Katz und Maus* and the beginning of the Second World War. Emphasis on unique German literary expression. Extensive reading. Does not count toward major. Offered: when possible.

GERMAN 401. (3) *Jagasich*

GERMAN THEATER. Survey of German drama from medieval *Fastnachtsspiel* and *Volksspiel* to the *Absurde* through the *Burgersatire* and *Hörspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisites: 301-302 or approval of department chair. Required for the major. Offered: fall semester of even years.

GERMAN 402. (3) *Jagasich*

ADVANCED GERMAN COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts, exploring a novel theme or particular dimension of German literature; vocabulary acquisition and stylistics incorporated in the program. Stylistic approach. Prerequisites: German 301-302 or approval of the department chair. Required for the major. Offered: spring semester of odd years.

GERMAN 403. (3) *Jagasich*

GERMAN POETRY. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Spruchdichtung*, *Ballade* and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metrical variations. Prerequisites: German 301-302 or approval of the department chair. Required for the major. Offered: fall semester of odd years.

GERMAN 404. (3) *Jagasich*

GERMAN NOVEL. Seminar course conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzähl-literatur* through the *Roman zwischen Tradition und Wandlung* and *Die Geschichtserzählung*. Extensive reading. Prerequisites: German 301-302 or approval of the department chair. Required for the major. Offered: spring semester of even years.

RUSSIAN

RUSSIAN 101-102. (3-3) *Jagasich*

INTRODUCTORY RUSSIAN. Basic writing and reading skills. Students master grammatical concepts and drill through dictations, translations, and elementary conversation. Students read simple narrative prose. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: on sufficient demand.

RUSSIAN 201-202. (3-3) *Jagasich*

INTERMEDIATE RUSSIAN. More difficult grammar and reading coupled with conversation. Vocabulary building and active participation. Basic composition skills. Songs and poetry introduce students to Russian culture and art. Prerequisites for 201: 101-102 or equivalent.

SPANISH

SPANISH 101-102. (3-3) *Staff*

INTRODUCTION TO SPANISH. The basic elements of grammar, composition, and pronunciation. Laboratory. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester.

SPANISH 201-202. (3-3) *Staff*

INTERMEDIATE SPANISH. Review of grammar; oral practice based on readings from Spanish and Spanish-American writers. Writing of formal essays in Spanish. Prerequisites for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

SPANISH 301-302. (3-3) *Staff*

MASTERPIECES OF SPANISH LITERATURE. A survey course offering an introduction to Peninsular (301) and Latin-American (302) literature. A thematic presentation with complete, representative works read. Lectures and reading in Spanish only; student performance both oral and written in Spanish only. Considerable reading. Prerequisites: Spanish 201-202 or permission of the department chair. Offered: 301 in the fall semester; 302 in the spring semester. Required for major.

SPANISH 303-304. (3-3) *Silveira*

SPANISH-SPEAKING WORLD. An introduction to the history and culture of Spain (303) and Spanish America (304). An intensive study, through visual, oral, literary, and journalistic sources, of the heritage of Spanish-speaking populations, beginning with the *celtiberos* of primitive *Hispania* and leading up to the current democratic state that is modern Spain; beginning with pre-Colombian America and then the *conquistadores* and leading up to our own *chicano* community's expression of identity. Lectures and reading, as well as student performance, in Spanish.

ish only. Prerequisites: Spanish 201-202 or permission of the department chair. Offered: on sufficient demand. Required for major.

SPANISH 305-306. (3-3) *Silveira*
ADVANCED CONVERSATION. An intensive course in the spoken idiom. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical language. A course of practical content designed to lead to foreign study or to supplement career goals. Prerequisites: 201-202 or permission of the department chair. Offered: 305 in the fall semester; 306 in the spring semester. Does *not* meet the 300-level literature requirement.

SPANISH 400. (3) *Woodard*
ADVANCED SPANISH GRAMMAR. In-depth study of Spanish grammar, concentrating on the verb system and those constructions which are particularly difficult for speakers of English. Students will practice the grammatical concepts through communicative oral and written exercises. Prerequisites: Spanish 201-202 or permission of the department chair. Required for the major.

SPANISH 401. (3) *Staff*
LATIN-AMERICAN PROSE. A seminar in the evolution of Latin-American narrative and expository forms, including the modern *novella* of alienation and isolation. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of the department chair. Satisfies major requirement.

SPANISH 402. (3) *Noguera*
LATIN-AMERICAN POETRY. A seminar in the evolution of verse forms in Latin-American literature. Lectures and texts, oral and written student performance in Spanish only. Considerable reading. Prerequisite: Spanish 301 or 302 or permission of the department chair. Satisfies major requirement.

SPANISH 403. (3) *Silveira*
PENINSULAR GENRES BEFORE THE XVIIITH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with

the Hispano-Judeo-Arabic *Jarchas*, and including the theater of Lope de Vega and the novel of the *pícaro*. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of the department chair. Satisfies major requirement.

SPANISH 404. (3) *Staff*
PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Ilustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana María Matute. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of the department chair. Satisfies major requirement.

SPANISH 407. (3) *Silveira*
THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of the department chair. Satisfies major requirement.

SPANISH 408. (3) *Silveira*
THEATER OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderón, and their epigones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of the department chair. Satisfies major requirement.

Independent study courses numbered 485-490-495 in French, German, or Spanish only may be developed between faculty members and students to examine specific topics, periods areas, styles, images, themes, or authors not treated in other offerings. Such courses may be taken only by language majors, however, and then only by students holding a grade-point average of at least 3.0. Determination and approval lies with department chair.

PHILOSOPHY

Associate Professor Iverson; Assistant Professor P. Wilson; Visiting Assistant Professor Cooke

The requirements for a major in Philosophy are Philosophy 201, 202, 301-302, 303, and an additional 15 hours in Philosophy courses. A joint program in Philosophy and another department should have the approval of the chairmen of both departments.

PHILOSOPHY 201. (3) *Iverson, Wilson*
LOGIC. An introduction to the skills and practice of critical reasoning, including argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 202. (3) *Wilson*
PROBLEMS OF PHILOSOPHY. An introduction to philosophical thinking and argument by consideration of specific philosophical problems, such as the existence of God, freedom and determinism, the nature of moral reasoning, the mind-body relationship, and the claims of ethical relativism. Prerequisite: none. Offered: each semester.

PHILOSOPHY 301-302. (3-3) *301: Iverson
302: Wilson*
HISTORY OF PHILOSOPHY. A study of works by major Western philosophers from the pre-Socratics to Kant. First semester: classical and medieval; second semester: modern. Prerequisite: none; not open to freshmen. Offered: 301 in the fall semester; 302 in the spring semester.

PHILOSOPHY 303. (3) *Staff*
CONTEMPORARY PHILOSOPHY: PRAGMATISM AND THE ANALYTIC TRADITION. A survey of the major 20th-century American and British philosophers: beginning with the revolt against Idealism, proceeding through Logical Atomism, Logical Positivism, and Ordinary Language Philosophy, concluding with a summary of recent developments in "Analytic Philosophy." Prerequisite: Philosophy 302.

PHILOSOPHY 304. (3) *Staff*
ETHICS. An examination of the major challenges to normative ethical theory, as well as the major approaches to normative ethical theory, including classical and contemporary sources. Prerequisite: Philosophy 201 or 202. Offered: fall semester.

PHILOSOPHY 306. (3) *Staff*
SOCIAL PHILOSOPHY. An examination of the major theories of distributive justice, including the libertarian, liberal, and socialist conceptions. (Consideration of practical problems in light of these alternative conceptions, if time permits.) Prerequisite: Philosophy 304 strongly recommended. Offered: on occasion.

PHILOSOPHY 307. (3) *Staff*
PHILOSOPHY OF RELIGION. A study of the major issues and men in contemporary reflection on religion. Prerequisite: 3 hours of Philosophy. Offered: fall semester of odd years.

PHILOSOPHY 308. (3) *Iverson*
CONTEMPORARY PHILOSOPHY: EXISTENTIALISM AND PHENOMENOLOGY. A study of the major Continental philosophers. Prerequisite: 3 hours of Philosophy. Offered: spring semester of even years.

PHILOSOPHY 312. (3) *Wilson*
PHILOSOPHY OF SCIENCE. A consideration of the aims, methods, social dimensions, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation. Prerequisite: consent of the instructor. Offered: fall semester.

PHILOSOPHY 380. (3) *Iverson*
MARX AND THE MARXIST TRADITION. A study of the development of the philosophical ideas of Marx and their continuation in the Marxist traditions. Prerequisite: 3 hours of Philosophy or Political Science. Offered: spring semester of even years.

PHILOSOPHY 401. (3) *Staff*
POLITICAL PHILOSOPHY AND BUSINESS ETHICS. An attempt to integrate an understanding of the institutional structures within which business decisions are made and a grounding in the principles of ethics, and to apply these broad perspectives in analyzing and agonizing over specific business decisions. The objective will be to explore the perspectives of both economics and ethics, in the abstract and also as they are relevant in examining actual cases of business choice. Prerequisites: Economics 101 and one 200-level Economics course as well as Philosophy 202 and at least one course, religious or philosophic, in

PHYSICS AND ASTRONOMY

ethics. This course is to be taken by senior Hobbie Scholars and is open to others with permission of the instructor.

Professors Beard, Joyner, Kniffen; Assistant Professors Cheyne, Krimm

The requirements for a major in Physics are a minimum of 30 hours in physics, including Physics 251, 252, and at least three additional courses in physics at the 200- or 300-level. Mathematics 141-142 and one semester of electronics are also required.

Students who desire a rigorous mathematical treatment of the fundamentals of physics and who plan graduate work in physics should include Physics 131, 132, 211, 212, 311, 312, 411, 412.

Students who plan to teach or to pursue careers in business or industry involving applications of physical principles should include 103, 104, 131, 132, 211, 212, 222.

Students who desire Electronics Engineering/Engineering Physics should take 103, 104, 131, 132, 203, 211, 212, 222.

ASTRONOMY 105. (3) Kniffen
ASTRONOMY OF THE SOLAR SYSTEM. An examination of astronomy, its methods, its history, and the origin and development of the solar system. Prerequisite: none. Corequisite: Astronomy 145. Offered: fall semester.

ASTRONOMY 106. (3) Kniffen
STELLAR, GALACTIC, AND EXTRA-GALACTIC ASTRONOMY. A course designed to complement Astronomy 105, involving the study of objects outside the solar system, including the stars of the Milky Way, other galaxies, and distant quasars. Also included is a study of the Big Bang and subsequent cosmological development of the universe. Prerequisite: none. Corequisite: Astronomy 146. Offered: spring semester.

ASTRONOMY 125. (3) Krimm
LIFE IN THE UNIVERSE. This course concentrates on the astronomical and biological conditions which have made possible the development of life on Earth. Our knowledge of the cosmos is critically examined to estimate the probabilities for life to arise elsewhere. Methods of searching for intelligent extraterrestrial life are reviewed. This is a one-semester course intended for the non-physical-science major.

ASTRONOMY 325. (3) Kniffen
ASTROPHYSICS. The study of the physics of astronomical processes in order to understand what we can learn from the radiations observed

from astronomical objects. Detectors and detection techniques are also examined. Prerequisites: Physics 132 and Mathematics 142. Offered: spring semester.

PHYSICS 103. (3) Beard
BASIC DIGITAL ELECTRONICS. A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Corequisite: Physics 143. Offered: fall semester.

PHYSICS 104. (3) Staff
BASIC LINEAR ELECTRONICS. A laboratory-based study of circuits employing transistors, other three-terminal devices, and integrated circuits. Prerequisite: none. Corequisite: Physics 144. Offered: on sufficient demand.

PHYSICS 107. (3) Staff
THE DESCRIPTION AND EXPLANATION OF MOTION. An historical study of the development of the modern understanding of motion, beginning with the earliest attempts to describe and explain the motion of celestial objects. Time will be spent considering the nature of the assumptions made and the methods used, as well as the nature of the results obtained during this development. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 147. Offered: spring semester.

PHYSICS 108. (3) Cheyne
METEOROLOGY. An elementary introduction to meteorology, to include properties of the atmosphere and their effects on weather. Measurement of atmospheric properties, weather maps, and weather forecasting will be emphasized. Prerequisite: none. Corequisite: Physics 148. Offered: spring semester.

PHYSICS 109. (3) Joyner
MODERN WEAPONRY. A study of the basic physics of beam weapons, kinetic energy weapons, and nuclear weapons. Potential military applications will be outlined, and the economics of these weapons will be considered. Near-future developments will be assessed, and likely battle management scenarios addressed. Prerequisite: none. Corequisite: Physics 149. Offered: spring semester.

PHYSICS 110. (3) Joyner
ENERGY AND POWER. A survey of present global energy sources and future possibilities, with qualitative economic analysis. The exploration of novel methods of generating power will be emphasized. Prerequisite: none. Corequisite: Physics 150. Offered: spring semester.

PHYSICS 111. (3) Cheyne
GENERAL PHYSICS I. A non-calculus introduction to classical physics, including linear kinematics, linear dynamics, gravitation, circular motion, and oscillatory motion. Prerequisite: none. Corequisite: Physics 151. Offered: fall semester.

PHYSICS 112. (3) Staff
GENERAL PHYSICS II. A non-calculus study of electricity, magnetism, electric circuits and optics, the electromagnetic spectrum, the atomic nature of matter, and structure of the atom. Prerequisite: Physics 111. Corequisite: Physics 152. Offered: spring semester.

PHYSICS 121-122. (1-1) Staff
PROBLEMS IN GENERAL PHYSICS. A study of selected topics in general physics. Offered: 121 in the fall semester; 122 in the spring semester.

PHYSICS 131. (3) Krimm
FUNDAMENTALS OF PHYSICS I. A calculus-based introduction to classical mechanics. Topics include linear kinematics and dynamics, work and energy, momentum, gravitation, rotational kinematics, oscillations, fluids, and mechanical and sound waves. Prerequisite or corequisite: Mathematics 141. Corequisite: Physics 151. Offered: fall semester.

PHYSICS 132. (3) Staff
FUNDAMENTALS OF PHYSICS II. A calculus-based introduction to electromagnetism and modern physics. Electrostatics, the electric field and potential, electric current and circuits, magnetostatics, induction, light and optics, the atomic nature of matter, the structure of the atom, and the nucleus. Prerequisites: Physics 131 and Mathematics 141. Prerequisite or corequisite: Mathematics 142. Corequisite: Physics 152. Offered: spring semester.

PHYSICS 133. (3)

Staff

FUNDAMENTALS OF PHYSICS III. Thermodynamics and advanced topics from the first two semesters. Collisions; vector rotational dynamics; flux; Gauss', Ampere's, and Faraday's Laws; Maxwell's Equations; interference and diffraction; and thermodynamics and kinetic theory. Prerequisite: Physics 132. Corequisite: Physics 153. Offered: spring semester.

PHYSICS 203. (3)

Staff

ELECTRIC CIRCUITS. A study of direct, alternating, and transient circuits. Linear algebra and calculus will be utilized to analyze various types of circuits. Prerequisites: Mathematics 142 and Physics 112. Offered: fall semester.

PHYSICS 211. (3)

Joyner

MECHANICS. Particle dynamics is treated with special emphasis on harmonic motion, motion in a central force field, and the two-body problem. Prerequisite: Physics 111. Corequisite: Physics 251. Offered: fall semester.

PHYSICS 212. (3)

Joyner

ELECTRICITY AND MAGNETISM. A study of electrostatics, electrodynamics, dielectrics, and magnetism, concluding with Maxwell's equations. Prerequisites: Physics 112 and 211. Corequisite: Physics 252. Offered: spring semester.

PHYSICS 222. (3)

Joyner

PRINCIPLES OF ELECTRONIC INSTRUMENTATION. A study of the basic principles of operation of electronic instruments. Prerequisite: none. Corequisite: Physics 262. Offered: spring semester.

PHYSICS 301-302. (1-1)

Staff

PHYSICS SEMINAR I-II. A study of special topics, with emphasis on the preparation and oral presentation of reports. Prerequisites: Physics 111, 112.

PHYSICS 311. (3)

Staff

MODERN PHYSICS. An introduction to modern physics, which includes a study of relativity, atoms, molecules, nuclei, waves, and spectra. Prerequisite: Physics 112.

PHYSICS 312. (3)

Staff

QUANTUM MECHANICS. The physical foundations of the quantum theory are studied.

Schroedinger's equation is introduced and used to analyze elementary aspects of the atom. Perturbation theory, the variational method, and other approximation methods are introduced. Prerequisites: Mathematics 231 and 242; Physics 211, 212, and 311.

PHYSICS 326. (3)

Staff

MATHEMATICAL METHODS FOR PHYSICS. Selected mathematical techniques most often used in physics will be studied. Power Series, Fourier Series, linear transformations, ordinary and partial differential equations, Eigenvalues, Eigenvectors, complex variables, LeGendre Polynomials, spherical harmonics, and Bessel Functions are among the topics to be considered. These techniques will be applied to problems in electricity and magnetism, mechanics, acoustics, and quantum mechanics. Prerequisites: Mathematics 242 and Physics 131 and 132. Offered: fall semester.

PHYSICS 361-362. (4-4)

Beard

MICROCOMPUTER INTERFACING. Topics studied include the acquisition, processing, and transmission of data associated with various laboratory experiments. The techniques used include both programming (primarily in assembly language) and the construction and interfacing of electronic circuits. Prerequisite: Physics 103.

PHYSICS 385. (1)

Staff

INTRODUCTION TO HONORS RESEARCH. A detailed proposal for an Honors Research project will be prepared in consultation with the faculty member who will supervise the research. Prerequisite: consent of the instructor.

PHYSICS 411. (3)

Staff

THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisite: consent of the instructor. Offered: fall semester.

PHYSICS 412. (3)

Staff

WAVE PROPERTIES AND OPTICS. Geometrical and physical optics. Prerequisite: consent of the instructor. Offered: spring semester.

PHYSICS 421-422. (3-3)

Staff

THEORETICAL PHYSICS. Selected topics investigated in depth using sophisticated mathematical

techniques, mostly advanced mechanics and electromagnetic field theory. Prerequisites: Physics 211, 212, and consent of the instructor; Mathematics 231, 242. Offered: 421 in the fall semester of even years; 422 in the spring semester of odd years.

PHYSICS 431. (3) Krimm
SUB-ATOMIC PHYSICS. Instructor will choose from among the following topics according to the interest of the students: constituents and models of the nucleus, classification of sub-atomic particles, interactions of sub-atomic particles with matter and fields, structure of sub-atomic particles, conservation laws and symmetries, electromagnetic forces, strong and weak forces, and unification of forces. Prerequisite or corequisite: Physics 252. Offered: on demand.

LABORATORIES

ASTRONOMY 145. (1) Kniffen
SOLAR SYSTEM ASTRONOMY LABORATORY. Corequisite laboratory to accompany Astronomy 105. Offered: fall semester.

ASTRONOMY 146. (1) Kniffen
STELLAR ASTRONOMY LABORATORY. Corequisite laboratory to accompany Astronomy 106. Offered: spring semester.

PHYSICS 143. (1) Beard
DIGITAL ELECTRONICS LABORATORY. Corequisite laboratory to accompany Physics 103. Offered: fall semester.

PHYSICS 144. (1) Staff
LINEAR ELECTRONICS LABORATORY. Corequisite laboratory to accompany Physics 104. Offered: on demand.

PHYSICS 147. (1) Staff
MOTION LABORATORY. Exercises designed to give first-hand experience with the mode of investigation and the questions under investigation at each stage in the developing understanding of motion. Emphasis is placed on the modern concern with obtaining quantitative information of known precision. Corequisite: Physics 107. Offered: spring semester.

PHYSICS 148. (1) Cheyne
METEOROLOGY LABORATORY. Corequisite

laboratory to accompany Physics 108. Offered spring semester.

PHYSICS 149. (1) Joyner
WEAPONS LABORATORY. Experiments will concentrate on kinetic energy projectiles, radiation properties, laser beam characteristics. Corequisite: Physics 109. Offered: spring semester.

PHYSICS 150. (1) Joyner
ENERGY AND POWER LABORATORY. Corequisite laboratory to accompany Physics 110. Offered: fall semester.

PHYSICS 151-152. (1-1) Beard
GENERAL PHYSICS LABORATORY. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisites: Physics 111-112 or 131-132. Offered: 151 in the fall semester; 152 in the spring semester.

PHYSICS 153. (1) Staff
INTRODUCTORY PHYSICS LABORATORY III. Elementary experiments in modern physics, electrodynamics, thermodynamics, and optics. Corerequisite: Physics 133. Offered: spring semester.

PHYSICS 251. (1) Krimm
INTERMEDIATE LABORATORY I. Laboratory experiments in mechanics, wave motion, and sound at the level of Physics 211. Emphasis will be placed on the use of microcomputers as laboratory instruments, and use of numerical techniques in the reduction of data. Prerequisites: Physics 111, 151. Corequisite: Physics 211. Offered: fall semester.

PHYSICS 252. (1) Staff
INTERMEDIATE LABORATORY II. Laboratory experiments in electricity and magnetism, and selected topics involving applications of Fourier synthesis and analysis. Prerequisites: Physics 211, 251. Corequisite: Physics 212. Offered: spring semester.

PHYSICS 262. (1) Joyner
BASIC ELECTRONICS LABORATORY. Corequisite laboratory to accompany Physics 222. Offered: spring semester.

POLITICAL SCIENCE

PHYSICS 351-352. (1-1)

Staff

ADVANCED LABORATORY. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

Professors D. E. Marion, S. Wilson; Adjunct Professor Jones; Associate Professors Barrus, Eastby, Pontuso; Lecturer Lane

PHYSICS 461. (3)

Staff

HONORS ADVANCED LABORATORY. An extended project, developed in Physics 385, conducted in collaboration with a faculty member, ordinarily resulting in publishable research. Prerequisite: consent of the instructor.

The requirements for a major in Political Science are a minimum of thirty semester hours in Political Science, eighteen to include Political Science 101; 220; 240; 310; 412, 413, or 414; and 470.

Students majoring in political science are encouraged to take at least six hours of American or European history, as well as coursework in economics and philosophy.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

PHYSICS 462. (3)

Staff

HONORS ADVANCED LABORATORY. A continuation of Physics 461 for projects found suitable. Prerequisite: consent of the instructor.

POLITICAL SCIENCE 101. (3) Eastby, Marion, Pontuso

INTRODUCTION TO AMERICAN GOVERNMENT. A review of the theory, institutions, and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICAL SCIENCE 102. (3) Barrus, Marion PERENNIAL ISSUES AND PROBLEMS OF DEMOCRATIC POLITICS. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of democratic states. Among the central topics to be considered are the principles of freedom and equality, federalism, ethics and politics, representation, and the effects of the commercial spirit on republicanism. Prerequisite: none. Offered: spring semester.

POLITICAL SCIENCE 103. (3) Staff

VIRGINIA POLITICS. This course studies state government and politics, focusing on the state of Virginia. It examines the structures of government and the processes of politics in the state. It considers the historical and contemporary regime character of Virginia, that is, as a particular political community with a particular determination of who rules and for what purposes. Prerequisite: none. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 200. (3) *Pontuso*
PUBLIC OPINION, VOTING BEHAVIOR, AND POLITICAL PARTIES. An introduction to democratic politics at its most basic level. This course shows how Americans conduct themselves in their day-to-day political lives. What opinions do they hold and why do they hold them? How are those opinions expressed at the polls? Who seeks public office and how is it sought? Who gets elected and why? The course also introduces students to some of the mathematical models presently studied in the discipline of political science. Prerequisite: Political Science 101. Offered: fall semester of even-numbered years.

POLITICAL SCIENCE 210. (3) *Barrus*
LITERATURE AND POLITICS. This course uses great works of literature to illuminate and give concrete meaning to the fundamental issues of government and politics. Readings are taken from both classical and modern, and Western and non-Western authors. Prerequisite: none. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 220. (3) *Eastby*
INTRODUCTION TO COMPARATIVE GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient *polis* and modern liberal democratic and totalitarian regimes. The intention is to contrast ancient and modern political principles and forms, and show the range of alternatives available in modernity. The underlying focus is on modern liberalism: its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: Political Science 101 or permission of the instructor. Offered: spring semester.

POLITICAL SCIENCE 230. (3) *Marion*
INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics examined include the history of American public administration, the role of administrative officials in the formulation and execution of public policy, accountability and responsibility in the public sector, the politics of public budgeting, and administrative discretion and the rule of law. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 231. (3) *Marion*
PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention will be given to competing approaches to public policy formulation as well as the relationship of public policy processes to the governance of society. Selected contemporary issues and problems will be considered to illustrate how policy issues may be framed, evaluated, and implemented. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 240-241. (3-3) *Barrus, Eastby*
INTERNATIONAL RELATIONS. A consideration of the relations among sovereign political communities. In the first semester, the perennial issues of war and peace, along with the objectives, strategies, and instruments of foreign policy, are examined. In the second semester, the foreign policies of contemporary major powers are analyzed and compared. Prerequisite for 240: none; for 241: Political Science 240 or permission of the instructor. Offered: 240 in the fall semester; 241 in the spring semester.

POLITICAL SCIENCE 300. (3) *Pontuso*
AMERICAN POLITICAL THOUGHT. A survey of the ideas that have shaped American political life from the 18th century to the present. Emphasis is placed on close reading and critical interpretation of the writings of such thinkers as Jefferson, Madison, Hamilton, Lincoln, and Roosevelt, as well as contemporary writers. Prerequisite: none. Offered: every third semester in rotation with Political Science 413 and 414.

POLITICAL SCIENCE 310. (3) *Pontuso*
CLASSICAL POLITICAL PHILOSOPHY. An examination of the works of the greatest minds of antiquity: Plato and Aristotle. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: spring semester.

POLITICAL SCIENCE 320. (3) *Eastby*
GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention will focus on Great Britain, France, and the Federal Republic of Germany. The underlying

theme of the course is the variety and problems of modern regimes. Prerequisite: Political Science 220 or permission of the instructor. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 321. (3) *Eastby*
MARXIST GOVERNMENT AND POLITICS.
 An examination of the regimes which have developed from Marxist-Leninist thought. Attention will focus on the political institutions, political processes, and economic arrangements of the Soviet Union, the People's Republic of China, and other Marxist regimes. Prerequisite: Political Science 220 or permission of the instructor. Offered: spring semester of even-numbered years.

POLITICAL SCIENCE 322. (3) *Eastby*
POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary modernizing regimes, the United States, the Soviet Union, Japan, and the People's Republic of China. Prerequisite: Political Science 220 or permission of the instructor. Offered: fall semester of even-numbered years.

POLITICAL SCIENCE 332. (3) *Pontuso*
THE PRESIDENCY. An analysis of the American executive. Special attention will be paid to the creation of the American presidency, the historical development of the president's powers, and the role the office plays within the constitutional system. Students will be expected to give class presentations on topics of continuing interest. Prerequisite: Political Science 101. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 333. (3) *Pontuso*
THE AMERICAN LEGISLATURE. An investigation and evaluation of Congress. Special attention will be paid to the creation of the legislative branch and the development of its powers, its organization, and its effectiveness. Prerequisite: Political Science 101. Offered: spring semester of even-numbered years.

POLITICAL SCIENCE 340. (3) *Barrus*
AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign

policy in the United States. Topics to be examined include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy-making, the decision-making process, and the role of interest groups and public opinion. Prerequisite: Political Science 101 or 240, or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 412. (3) *Barrus*
MEDIEVAL POLITICAL PHILOSOPHY. This course studies the political consequences of the confrontation between revealed religion and scientific rationalism that is at the core of Western culture, through an examination of the works of medieval Islamic, Jewish, and Christian political philosophers. Readings are from Alfarabi, Averroes, Maimonides, Albo, Aquinas, Dante, Marsilius, and others. Prerequisite: Political Science 310. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 413. (3) *Pontuso*
EARLY MODERN POLITICAL PHILOSOPHY. An examination of the ideas of Machiavelli, Hobbes, Locke, and Rousseau. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: every third semester in rotation with Political Science 300 and 414.

POLITICAL SCIENCE 414. (3) *Pontuso*
MODERN POLITICAL PHILOSOPHY. A critical examination of Kant, Burke, Mill, Marx, and Nietzsche. Emphasis is placed on close reading and interpretation of selected primary texts. Prerequisite: none. Offered: every third semester in rotation with Political Science 300 and 413.

POLITICAL SCIENCE 430-431. (3-3) *Marion*
AMERICAN CONSTITUTIONAL LAW. This course examines the major provisions of the American Constitution and their development through judicial interpretation. The first semester considers the nature of the judicial process, the constitutional powers of the separate departments, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: Political Science 101. Offered: 430 fall semester; 431 spring semester.

POLITICAL SCIENCE 440. (3) *Barrus*
INTERNATIONAL LAW. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: Political Science 205 or permission of the instructor. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 442. (3) *Wilson*
ISSUES OF AMERICAN NATIONAL SECURITY. A selective analysis of foreign policy and national security problems and threats facing the United States during the closing years of the 20th century. Special attention will be given to a review of the formulation of American foreign policy and its implementation. Consideration will also be given to responses to American foreign policy by other nation states. Offered: spring semester.

POLITICAL SCIENCE 443. (3) *Eastby*
INTERNATIONAL ORGANIZATION. This course examines the process of development of international organization. It focuses on the United Nations system as an example of this process, examining its political foundations, its contemporary problems, and its future prospects. The intention is to put the process of international organization development in a coherent historical and theoretical perspective. Prerequisite: Political Science 240 or 340. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 470. (3) *Staff*
SENIOR SEMINAR AND THESIS. The principal requirement for this course is the writing of a thesis-length (30-page) paper on a topic relating to government or foreign affairs. The class, which continues through the whole year, is taught by one member of the Political Science department, who will meet it with varying frequency during the course of the year. Other members of the department will meet with the seminar early in the first semester to discuss possible thesis topics and problems of research in their various areas of expertise. They will then serve as advisors for students who work in their areas. Seminar sessions conducted by the faculty member responsible for the course will be devoted to defining topics, organizing research, discussing problems in research and writing, and presenting papers based on work in progress. Theses are to be read by panels of two faculty members, the faculty member responsible for the course and one other member of the Political Science department. Prerequisite: senior status. Offered: each year.

PSYCHOLOGY

Professor Emeritus Ortner; Professor DeWolfe; Associate Professors Herdegen, Weese; Assistant Professor Mossler

A total of thirteen courses in Psychology is required for a major. These courses must include Psychology 101, 210, 211 (with laboratory), 301 (with laboratory), 401, and 403. Of the remaining seven elective courses required for the major, up to three may be in Sociology. Psychology 211/251 must be completed before the end of the junior year, and it is strongly recommended that 301/351 be completed before the end of the junior year. Interdisciplinary majors within the social and natural sciences may be developed and pursued with the approval of the departments concerned.

A student who completes the requirements for the major in Psychology and also completes Sociology 201 plus three other courses in Sociology may have entered on his transcript, "Major in Psychology and a Concentration in Sociology."

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

PSYCHOLOGY 101. (3) *DeWolfe, Herdegen, Mossler, Weese*

INTRODUCTION TO PSYCHOLOGY. This survey course is designed to introduce the student to the field of psychology and its subdisciplines (e.g., physiological, experimental, clinical, social). There will be an examination of important concepts, topics, and issues in the different areas of psychology, key findings from the scientific examination of behavior, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. Prerequisite: none. Offered: each semester.

PSYCHOLOGY 210. (3) *Mossler*
QUANTITATIVE METHODS. An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including non-parametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Prerequisite: Psychology 101 or Sociology 201. Offered: each semester.

PSYCHOLOGY 211. (3)

Herdegen
EXPERIMENTAL PSYCHOLOGY. An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include design and planning of experiments, control of variables in research, behavioral measurement, subject selection, implementation of experiments, data analysis and evaluation, presentation of research results, and ethical issues in psychological research. In addition, the principles and skills acquired in class will be applied in laboratory exercises and experiments. Prerequisites: Psychology 101, 210. Corequisite: Psychology 251. Offered: each semester.

PSYCHOLOGY 251. (1)

Herdegen
LABORATORY IN EXPERIMENTAL PSYCHOLOGY. Laboratory exercises involving application of principles and methods of experimentation in psychology. Prerequisites: Psychology 101, 210. Corequisite: Psychology 211. Offered: each semester.

PSYCHOLOGY 301. (3)

Weese
PHYSIOLOGICAL PSYCHOLOGY. A study relating behavior to its neuroanatomical foundations. The course involves a study of the basic structure and function of the nervous system combined with the relation of the regulation of specific behaviors to certain portions of the nervous system. Prerequisite: Psychology 101. Corequisite: Psychology 351. Recommended: Biology 101-102. Offered: each semester.

PSYCHOLOGY 303. (3)

DeWolfe
PSYCHOLOGICAL ASSESSMENT. An overview of the technical problems involved in the construction and evaluation of measuring instruments, and a detailed examination of the more significant tests of ability and personality. Prerequisites: Psychology 101 and 210. Offered: spring semester.

PSYCHOLOGY 304. (3)

DeWolfe
PSYCHOLOGY OF PERSONALITY. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, and learning approaches will be compared and evaluated. Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 305. (3) *Herdegen*
MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics addressed include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 306. (3) *DeWolfe*
SOCIAL PSYCHOLOGY. The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 101 or Sociology 201. Offered: spring semester.

PSYCHOLOGY 307. (3) *Weese*
BEHAVIORAL EFFECTS OF DRUGS. Presentation of the procedures for developing and classifying drugs, rationales for drug-taking behavior, explanation of the concepts of drug misuse, drug abuse, drug addiction, and current understanding of how drugs exert their effects. Prerequisite: Psychology 101. Recommended: Biology 101-102 or Psychology 301. Offered: on sufficient demand.

PSYCHOLOGY 309. (3) *DeWolfe*
ABNORMAL PSYCHOLOGY. Causes, descriptions, and treatments of psychopathology are studied from a theoretical perspective and in accordance with the categories of DSM III-R. Prerequisites: Psychology 101 and 210. Open to students majoring in psychology only. Offered: fall semester.

PSYCHOLOGY 310. (3) *Staff*
INDUSTRIAL PSYCHOLOGY. Application of psychological principles to problems in business and industry; personnel selection. Prerequisite: Psychology 101. Offered: spring semester.

PSYCHOLOGY 311. (3) *Staff*
ORGANIZATIONAL PSYCHOLOGY. Concepts of human behavior that are relevant to managerial problems; organizational theory. Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 312. (3) *Herdegen*
LEARNING. The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 101. Offered: spring semester.

PSYCHOLOGY 313. (3) *Weese*
SENSATION AND PERCEPTION. An examination of sensory systems and perceptual processes. The senses are considered in terms of their respective physical stimuli, receptor systems, neural structures, and psychophysical data. Topics in perception include attention, feature detection, depth perception, perceptual organization, perceptual illusions. Prerequisite: Psychology 101. Recommended: Psychology 301. Offered: fall semester.

PSYCHOLOGY 314. (3) *Mossler*
DEVELOPMENTAL PSYCHOLOGY. Normal development of the human individual beginning with the prenatal period and with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age will be described in less detail. Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 319. (3) *DeWolfe*
THE PSYCHOLOGY OF LAW. This course deals with the relationship between psychology and the legal process. Psychological abnormality and the criminal and civil law; the psychology of jury selection and deliberation; the validity of eyewitness testimony; the nature and treatment of criminal offenders; and the psychology of lawyering, negotiation, and conflict-resolution are among its concerns. Some attention will be given to the psychological assumptions that underlie the common law and to the empirical investigation of their validity. Prerequisite: Psychology 101. Offered: fall semester of odd-numbered years.

PSYCHOLOGY 351. (1) *Weese*
LABORATORY IN PHYSIOLOGICAL PSYCHOLOGY. Laboratory exercises associated with Psychology 301. Prerequisite: Psychology

101. Corequisite: Psychology 301. Recommended: Biology 101-102. Offered: each semester.

PSYCHOLOGY 401. (3) *Herdegen*
SENIOR RESEARCH SEMINAR Students independently design and implement a research project on a topic of their choice, under faculty supervision. All phases of research are covered, including preparation of a research proposal, methodological design, instrumentation, data collection, data analysis, and presentation of findings in written and oral reports. Problems and progress will be discussed in weekly group and individual meetings with the supervising professor. Prerequisites: Psychology 101, 210, 211, 251, and three courses at the 300-level. Open to seniors only. Offered: fall semester.

PSYCHOLOGY 403. (3) *DeWolfe*
HISTORY AND SYSTEMS OF PSYCHOLOGY. An exploration of the history of psychology from its philosophical antecedents through the major schools of structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists will be discussed. Prerequisites: Psychology 101 and five courses at the 300-level. Psychology 304 and 312 are especially recommended. Open to seniors only. Offered: spring semester.

PSYCHOLOGY 405. (3) *Staff*
INTRODUCTION TO COUNSELING. A survey of the major theories of counseling and psychotherapy; practice in person-centered and in RET methods. Prerequisites: Psychology 101, 210, and 309, and consent of the instructor. Offered: as staff time permits.

PSYCHOLOGY 409. (3) *DeWolfe*
INTRODUCTION TO CLINICAL PSYCHOLOGY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisites: Psychology 101 and 309. Offered: spring semester of even-numbered years.

PSYCHOLOGY 410. (3) *Staff*
PRACTICUM IN PSYCHOLOGY. Students spend one day or two half-days a week working under supervision in a state hospital or similar agency. Prerequisite: status as a senior majoring in Psychology. Offered: as staff time permits.

SOCIOLOGY 201. (3) *Ortner*
INTRODUCTORY SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: each semester.

SOCIOLOGY 302. (3) *Ortner*
SOCIOLOGY OF DEVIANCE. The deviance approach to the problems of contemporary society. Prerequisite: Sociology 201 or consent of the instructor. Offered: every third semester in rotation with Sociology 303 and 305.

SOCIOLOGY 303. (3) *Ortner*
SOCIAL STRATIFICATION. The basic theories of social stratification are discussed with emphasis on the origin of stratification systems and on the consequences of stratification, especially the distribution and exercise of power and privilege in American society. Prerequisite: Sociology 201 or consent of the instructor. Offered: every third semester in rotation with Sociology 302 and 305.

SOCIOLOGY 305. (3) *Ortner*
SOCIOLOGY OF RELIGION. A study of the relationship between religion and society. The sociological perspective, *viz.* that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, will predominate. Prerequisite: Sociology 201 or consent of the instructor. Offered: every third semester in rotation with Sociology 302 and 303.

RELIGION

Professors Carney, Norment^F, Rogers; Associate Professor Hall; Lecturers Compton, C. Davis

The requirements for a major in Religion are 30 hours in Religion courses, including at least two courses in Biblical studies, two courses in world religions or methodology, and two courses in Christian theology or ethics. At least one course must be at the 400-level. Six hours in Philosophy courses are also recommended for students majoring in Religion; Philosophy 307 and Sociology 305 may be counted toward the required hours for the major.

The requirements for a concentration in Philosophy and Religion are 18 hours in each department, specific courses to be chosen in consultation with the departments.

RELIGION 101. (3) *Carney, Rogers*
INTRODUCTION TO RELIGION. A critical inquiry into the meaning of religion and its significance for human life. The course introduces students to the beliefs and practices identified as religious, including the concept of the holy, myth and ritual, rites of passage, sacred personages, death and afterlife, and patterns of personal and social transformation. Prerequisite: none. Offered: spring semester.

RELIGION 102. (3) *Hall, Norment*
INTRODUCTION TO BIBLICAL STUDIES. An introductory study of ancient Jewish and early Christian literature (the Hebrew and Christian scriptures). Consideration will be given to methods of interpretation, historical context and narrative, and literary form, as well as to principal themes and ideas. Prerequisite: none. Not open to students who have taken a 200-level Biblical course. Offered: each semester.

RELIGION 103. (3) *Carney*
INTRODUCTION TO WORLD RELIGIONS. An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions, as well as indicate the common questions that the various traditions address. The course will begin with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American

will be examined. Prerequisite: none. Offered: fall semester.

RELIGION 151-152. (3-3) *Rogers*
TUTORIAL IN BIBLICAL HEBREW. Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

RELIGION 201. (3) *Rogers*
JUDAISM. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none. Offered: spring semester of every third year.

RELIGION 202. (3) *Carney*
RELIGIONS OF SOUTH ASIA. A study of the religions of South Asia and the historical and cultural context in which they developed. Special attention will be paid to Vedism, Brahminism, Jainism, Buddhism, and Hinduism. Prerequisite: none. Offered: fall semester of even-numbered years.

RELIGION 203. (3) *Carney*
RELIGIONS OF EAST ASIA. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none. Offered: spring semester of even-numbered years.

RELIGION 204. (3) *Carney*
ISLAM. A study of the major elements of religious life and practice in the Islamic tradition: Allah, *Qur'an*, Prophet, worship, law, theology, mysticism. Special attention will be paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none. Offered: fall semester of odd-numbered years.

RELIGION 211. (3) *Hall*
THE TORAH. A study of the Five Books of Moses: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Students will consider passages which reflect the ancient life of monarchic and pre-monarchic Israel, but will concentrate on discovering the exilic and post-exilic message of

the books as they presently exist. Prerequisite: an introductory-level Religion or Humanities course.

RELIGION 212. (3) Hall
THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: Religion 102, Humanities 101, or permission of the instructor. Offered: spring semester of every third year.

RELIGION 221. (3) Hall
THE SYNOPTIC TRADITION. An evaluation of the person and work of Jesus as portrayed in Matthew, Mark, and Luke, with particular attention to the work of contemporary theologians with respect to the "historical Jesus." Prerequisite: Religion 102, Humanities 102, or permission of the instructor. Offered: fall semester of every third year.

RELIGION 223. (3) Norment
THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration will be given to the interpreters of Paul—his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: Religion 102, Humanities 102, or permission of the instructor. Offered: fall semester of even years.

RELIGION 224. (3) Hall
THE JOHANNINE TRADITION. A study of the New Testament documents commonly associated with this tradition: the Gospel of John (the "Fourth Gospel"), the Letters of John, the Revelation (Apocalypse) of John. Principal attention will be given to the Gospel—its formation, its relation to the Synoptic Gospels, its distinctive theological emphases. Prerequisite: Religion 102, Humanities 102, or permission of the instructor. Offered: fall semester of every third year.

RELIGION 301. (3) Norment
RELIGION AND DEATH. A study of the perception and management of death in various religious traditions, with particular reference to New Testament conceptions and the perspectives of contem-

porary theologians; consideration of certain ethical issues associated with death and dying. Prerequisite: none, but either Religion 101, 102, or 103 is recommended. Offered: intermittently, either semester, or spring short term.

RELIGION 302. (3) Staff
THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis will be on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes considered vary. Prerequisite: Religion 102 or permission of the instructor. Offered: intermittently, either semester.

RELIGION 303. (3) Carney
RELIGIOUS PLURALISM. This course involves critical reflection on the meaning of religious pluralism in the contemporary world. This process of reflection includes clarification of the significance of "pluralism," its impact on asserting truth claims, and the possibility of one tradition's claim to absolute truth in relation to the truth claims of other traditions. In particular, the course will address the model of interreligious dialogue as a strategy for living with truth claims and religious pluralism. Prerequisite: none, but Religion 103 or another course in world religions is recommended.

RELIGION 305. (3) Rogers
AFRICAN CHRISTIANITY. Through common readings and class discussion, the richness and complexity of African Christianity will be explored, emphasis being placed on understanding a variety of theological concerns and issues. Among others, the following will be considered: African particularity and Christian universalism, Christian belief and African nationalism, traditional African customs and Biblical laws, missionaries and indigenous leadership, independent African churches and "main-line" denominations. Prerequisite: none, but Religion 101, 102, or 103 is strongly recommended as background. Offered: fall semester of every third year.

RELIGION 307. (3) Norment
AMERICAN RELIGIOUS THOUGHT. A study of major traditions and the work of creative indi-

viduals in the development of American religious thought, principally but not exclusively Christian, with particular attention to the interplay between theology and culture and to significant contemporary trends. Prerequisite: none. Offered: fall semester of odd-numbered years.

Staff
RELIGION 309. (3) *Norment*
CHRISTIAN ETHICS. A study of significant traditional and contemporary emphases in Christian ethical theory, and the application of Christian ethical analysis to selected moral and social issues. Prerequisite: none, but Religion 102 is recommended. Offered: spring semester.

RELIGION 315. (3) *Hall*
HISTORY OF CHRISTIAN THOUGHT I. A study of important Christian thinkers and the historical currents in which they worked from the second century to the Reformation. Emphasis will fall on major works which express a diversity of Christian experience, practice, and theology. Prerequisite: none. Offered: fall semester of every third year.

RELIGION 316. (3) *Hall*
HISTORY OF CHRISTIAN THOUGHT II. A study of important Christian thinkers and the historical currents in which they worked from the Reformation to the present. Although the course will dwell on principal theologians such as Luther, Calvin, Schleiermacher, Ritschl, and Barth, various Puritans, Pietists, Liberals, and social reformers will be studied as well. Prerequisite: none. Offered: spring semester of every third year.

RELIGION 317. (3) *Norment*
CONTEMPORARY CHRISTIAN THEOLOGY. An introduction to the study of theology, with particular attention to important recent developments and the writings of major 20th-century European and American theologians. Prerequisite: Religion 102, Humanities 101-102, or permission of the instructor. Offered: intermittently, spring semester.

RELIGION 475. (3) *Staff*
SEMINAR IN CONTEMPORARY THEOLOGICAL ISSUES. Intensive study of selected issues in the fields of contemporary and/or Biblical theology. Limited enrollment. Open to juniors and seniors (sophomores by permission of

the instructor). Prerequisite: Religion 102 or permission of the instructor. Offered: intermittently, either semester.

RHETORIC

Professors Arieti, Bagby, Martin, Simpson, Tucker^L; Adjunct Professor C. Colley; Associate Professors Brinkley, Deis, Frye, Saunders, Schiffer; Adjunct Associate Professors Cabas, Hingeley; Assistant Professor Leake; Lecturers Grüner, Huskey, D. O. Marion, B. O'Grady, Rhoads^F, Robbins

RHETORIC 100. (3) *Staff*

INTRODUCTION TO GRAMMAR AND COMPOSITION. This course emphasizes basic sentence grammar—parts of speech, sentence types, sentence combining, and major errors in sentence construction—and the basic elements of composition—thesis development, paragraphing, and selection and organization of evidence. Students will also develop vocabulary and reading skills. Prerequisite: consent of the Director of the Rhetoric Program.

RHETORIC 101-102. (3-3) *Staff*

PRINCIPLES AND PRACTICE OF GOOD

WRITING. In this course students learn and practice the skills they need to write well. The course emphasizes reading, clear thinking, composing, revising, and editing, and in the process prepares students for other courses that demand careful reading, thinking, and writing. The course also provides a foundation of skills necessary to pass the Rhetoric Proficiency Exam. Prerequisites: for Rhetoric 101, none; for Rhetoric 102, Rhetoric 101 or consent of the Director.

RHETORIC 200. (0) *Staff*

PROFICIENCY TUTORIAL (No credit—equal to a three-hour course.) This is a tutorial course designed for those students who have not passed the timed Rhetoric Proficiency Examination after three attempts or have completed the equivalent of six semesters of enrollment without passing the examination. During the semester students will review the principles of sound argumentative prose under the tutelage of an instructor and will write three essays of 8-10 pages in length. Receiving a grade of Satisfactory on the three essays will constitute a demonstration of proficiency in writing and so satisfy the College's Rhetoric Proficiency Examination requirement.

RHETORIC 210. (3)

Staff

PUBLIC SPEAKING. In Rhetoric 210 students study the art of speaking in public, developing their abilities in the following areas: invention and discovery, arrangement, style, memory, and delivery. Rhetoric 210 is neither a course in elocution, with a narrow focus on oral delivery, nor in merely written composition; rather, it treats the issues and difficulties peculiar to the act of speaking intelligibly, forcefully, and persuasively to an audience.

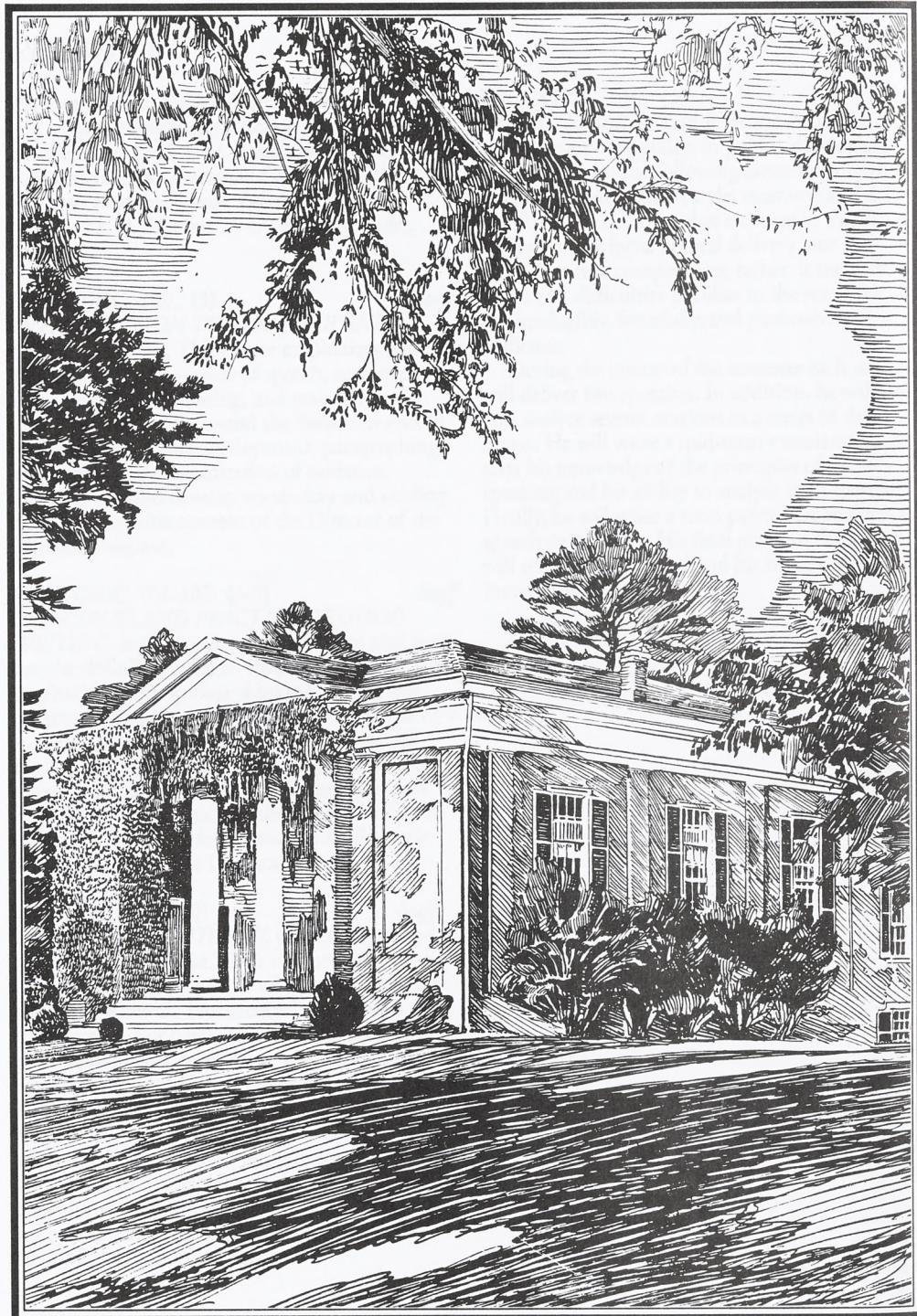
During the course of the semester each student will deliver five speeches. In addition, he will read and analyze several orations in a series of short essays. He will write a mid-term examination that tests his knowledge of the principles of public speaking and his ability to analyze such speeches. Finally, he will write a term paper that analyzes a speech or speeches. His final grade in the course will reflect both his oral and his written work.

Prerequisite: none.

Staff
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COLLEGE CHURCH (1860)



Matters of Record

CANDIDATES FOR DEGREES

May 8, 1994

DOCTOR OF LAWS

W. Sydnor Settle

BACHELOR OF ARTS

John Fletcher Abele, Jr.	Birmingham, Alabama
Peter Treida Albert	Tallahassee, Florida
<i>Cum laude</i>	
John Henry Alexander	Fork Union, Virginia
Lynn Maurice Allen	Morganza, Louisiana
<i>Honors in Psychology</i>	
Jonathan Wesley Andrews	Raleigh, North Carolina
Timothy David Arnold	Leesburg, Virginia
Frederick DaCosta Austin IV	Washington, North Carolina
Michael Winfield Ayer	Poquoson, Virginia
William Joseph Barnett	West Palm Beach, Florida
<i>Cum laude, Honors in Political Science</i>	
David Anderson Barton	Jacksonville, Florida
Andrew M. Basinger III	Charlotte, North Carolina
<i>Cum laude</i>	
Brian Winfred Baucom	Charlotte, North Carolina
Gustavous Holmes Bell IV	Savannah, Georgia
Coard Ames Benson	Easton, Maryland
Clinton Clisby Berry III	Montgomery, Alabama
Christopher Douglas Bowen	Bossier City, Louisiana
Andrew Eugene Branch II	Norfolk, Virginia
Patteson Branch III	Richmond, Virginia
Robert Holmes Bryson III	Tallahassee, Florida
Michael Thomas Bucciero	Traverse City, Michigan
Bryan Holmes Bullock	Midlothian, Virginia
J. Noel Bumpas	Colonial Heights, Virginia
William Blakeney Burr	Emporia, Virginia

Christian Nils Carlson	Marietta, Georgia
Robert Keith Caudle III	Richmond, Virginia
Robert Yates Clagett, Jr.	Brandywine, Maryland
Sean Keith Collins	Virginia Beach, Virginia
Roy Braxton Culler IV	High Point, North Carolina
James Spencer Culp	North Augusta, South Carolina
Paul Barksdale Davis	Greensboro, North Carolina
George Steele Dewey IV	Charlotte, North Carolina
Henry McKimmon Dickens	Enfield, North Carolina

Cum laude

William Montgomery Douglass	St. Simons Island, Georgia
	<i>Cum laude</i>

Eric Franklin Early	Roanoke, Virginia
Tarek Michael El Gammal	Augusta, Georgia
John M. Evans, Jr.	Rocky Mount, North Carolina
Christopher Lawrence Fallen	Midlothian, Virginia
John Christopher Faussemaigne	Atlanta, Georgia
Michael Sinclair Finucane	Nashville, Tennessee
Mathew Day Fluharty	Newport News, Virginia
Thomas Chandler Gabrell	Rice, Virginia

Summa cum laude, Honors in Philosophy

Bretton Richards Gauntlett	Dallas, Pennsylvania
Cetric Alonzo Gayles	Chase City, Virginia
Geoffrey Keith Gilmore	Roanoke, Virginia
Howard Wilson Glasgow III	Charlotte, North Carolina
Dwight Davis Goforth	Max Meadows, Virginia
William Howe Grover, Jr.	Woodbridge, Virginia
Peter A. Hall	Roanoke, Virginia
Andrew Jackson Harrell IV	Kinston, North Carolina
Bradford Keith Harris	Roanoke, Virginia
Joseph Anderson Hazlegrove III	Farmville, Virginia
Samuel Patrick Henry, Jr.	Dallas, Texas
Vernon Blaine Hill	Lynchburg, Virginia

Cum laude

George Edward Honts IV	Fincastle, Virginia
James Brian Hopkins	Roanoke, Virginia
Jacob Andrew Horstman	Columbia, Maryland
Kenneth Gray Hutcheson	Richmond, Virginia
William Pinckney Irwin V	Spartanburg, South Carolina
Ralph Hudnall Johnson III	Virginia Beach, Virginia
Henry Morgan Tilford Jones	Rumson, New Jersey
Matthew Helmut Karnitschnig	Paradise Valley, Arizona

Magna cum laude, Honors in History

Carlton Thompson Kemper	Farnham, Virginia
Christopher James Kennedy	Hampton, Virginia

Donald S. N. Keough	Baltimore, Maryland
Herbert Leroy King, Jr.	Clifton Forge, Virginia
William James Kinnamon III	Fredericksburg, Virginia
Jeremy Randel Koons	Dallas, Texas

Summa cum laude

Kevin Michael Kunst	Arlington, Virginia
Paul Joseph Landaiche, Jr.	Drexel Hill, Pennsylvania
Aaron Archer Legum	Chesapeake, Virginia
James Christopher Lemons	Richmond, Virginia
Shannon Howard Mabus	Essex, Maryland

Cum laude

Gordon McLain Macgill	Richmond, Virginia
<i>Cum laude</i>	

Christopher Manning Marlowe	High Point, North Carolina
Edwin Sidney Martin III	Forest, Virginia
Alexander Blount McGee	Atlanta, Georgia
Robert Wickliffe McMahan	Raleigh, North Carolina
Chandler Clarke McNair	Columbia, South Carolina
John Joseph Meadows	Augusta, Georgia
Henry Hueston Middleton	Arlington, Virginia

Cum laude

Robert Matthew Miles	Lexington, Virginia
<i>Cum laude</i>	

John Joseph Miller	Ravenswood, West Virginia
George Thomas Minton III	Norfolk, Virginia
Robert Waters Mitchell	Franklin, Tennessee
Timothy Vaughan Monahan	Jacksonville, Florida
Jaison Glenn Morgan	Richmond, Virginia
Brant Russell Nicks	Wilmington, North Carolina
John Arthur Nolde III	Richmond, Virginia
Dale Robert Nowery	Chester, Virginia
David Corbusier O'Brien	Annapolis, Maryland
Andrew Reynolds Owen	Richmond, Virginia
Raymond Oxmann, Jr.	Kenner, Louisiana

Honors in English

David Clinton Parker, Jr.	Indianapolis, Indiana
James Heber Parker IV	Richmond, Virginia
Kenneth Anthony Parker	Virginia Beach, Virginia
N. Douglas Payne, Jr.	Roanoke, Virginia
Sean Phillip Pepe	Hampton, Virginia
Robert Bowers Ploeger, Jr.	Norfolk, Virginia
Jason Kristian Scott Porter	Hurt, Virginia

Cum laude, Honors in Political Science

John Stephen Pucher	Norfolk, Virginia
Michael Dwayne Purvis	Lovingston, Virginia
Joshua Hartley Rahman	Richmond, Virginia
William Robert Reid	Blacksburg, Virginia

Patrick Jeremy Rhea	Franklin, Tennessee
LaVern Delain Richards, Jr.	Sterling Heights, Michigan
Thomas Atkinson Roberts, Jr.	Birmingham, Alabama
Bruce Derek Robertson	Williamsburg, Virginia
Robert Houston Robinson, Jr.	Georgetown, Delaware

Cum laude, Honors in Political Science

Thomas Walker Rodgers	Warrenton, Virginia
Josh Boulton Roman	Bellaire, Texas
Russell Wade Ryan	South Charleston, West Virginia
Jason James Sandoval	Tulsa, Oklahoma

Summa cum laude

John Guerard Scott, Jr.	Greensboro, North Carolina
Geoffrey Lewis Seamster	Kenbridge, Virginia
Everette Meade Seay IV	Newport News, Virginia
Laine Jackson Seely	Portsmouth, Virginia
John Howard Selzer	Dallas, Texas

Cum laude

Philip Russell Sheppard	Greensboro, North Carolina
Vahé Gerard Shirikjian	Glendale, California
William Francis Shumadine III	Richmond, Virginia
John Claiborne Sifford	Brentwood, Tennessee
Anthony John Silva II	Franklin, Tennessee
Jonathan Carr Smith	Kinston, North Carolina
Peter Christian Smith	Chesterfield, Virginia
David Rhoades Sommardahl	Richmond, Virginia
Steven L. Sorrells	Raphine, Virginia
Calvin Stanley Spencer, Jr.	Victoria, Virginia

Magna cum laude

Robert Woods Spessard III	Roanoke, Virginia
Mercer Fales Stanfield	Wilmington, North Carolina
Michael Lewis Staunton	Lewisburg, West Virginia
Bryson David Dudley Stephens	Birmingham, Alabama
Dwayne H. Stinson	Cumberland, Virginia

Cum laude, Honors in Religion

John Carter Stone	Wytheville, Virginia
J. Ellsworth Summers, Jr.	Jacksonville, Florida
Gregory Douglas Suskind	Savannah, Georgia
Roy Timothy Tepper III	Richmond, Virginia
Jonathan Wrightson Thayer	Dallas, Texas
James Patrick Thomas	Richmond, Virginia
Christopher Dudley Turgeon	Rockville, Maryland
Matthew Ivan Van Horn	Chapel Hill, North Carolina
Durant Gallup Vick, Jr.	Raleigh, North Carolina
Charles Malcolm Viser	Charlotte, North Carolina
Brian Joseph Von Herbulis	Fairfax, Virginia

Mitchell Gerard Voyer	Virginia Beach, Virginia
Joseph Judson Waff IV	Charlottesville, Virginia
Michael David Walsh	Arlington, Virginia
David Styles Warren	Charlotte, North Carolina
John Chadwick Waterworth	Lynchburg, Virginia
John Stone Willim III	Groveland, Florida
Michael Bryan Winfrey	Atlanta, Georgia
Paxton K. Wolfrey	Manakin-Sabot, Virginia
Bruce Marshall Wood	Lynchburg, Virginia
James Alexander Wood, Jr.	Wingina, Virginia
William Harry Wright V	Mayport, Florida

BACHELOR OF SCIENCE

David Brian Belfield	Warsaw, Virginia
	<i>Cum laude</i>
William Douglas Browder	Midlothian, Virginia
	<i>Summa cum laude, Honors in Chemistry</i>
Stephen Redfern Chesnutt	Henderson, North Carolina
Beverley Boyden Clary III	Richmond, Virginia
	<i>Honors in Biology</i>
John Vincent Colasanto	Alexandria, Virginia
John Blanton Covington II	Pamplin, Virginia
	<i>Magna cum laude</i>
Brian David Crist	Blacksburg, Virginia
Robert Van Wyck Croker III	Williamsburg, Virginia
Christopher Ryan Dodson	Newport News, Virginia
Jason Wallace Flora	Richmond, Virginia
Robert James Geiger	Wilson, North Carolina
	<i>Cum laude</i>
William Newton Glasgow	Silver Spring, Maryland
Jeffrey John Laurent	Marietta, Georgia
	<i>Cum laude</i>
Matthew Charles Lindsay	Charleston, West Virginia
Michael David Luter	Windsor, Virginia
John Cason Newbern	Troutville, Virginia
Frank Hudson Overton, Jr.	Signal Mountain, Tennessee
John Michael Porter	Winston-Salem, North Carolina
Shapell Deon Randolph	Phenix, Virginia
William Taylor Rhodes	Portsmouth, Virginia
Larry Scott Riggs	Chesapeake, Virginia
Chad Stuart Runnion	Sparta, Tennessee
Earl Richard Ruth	Richmond, Virginia

John Alan Smith	Kingsport, Tennessee
Malcolm Kennedy Sydnor, Jr.	Lynchburg, Virginia
<i>Cum laude</i>	
Christopher Saint Anthony Wilson	Quinton, Virginia
Andrew Bergland Wise	Winchester, Virginia

DEGREES GRANTED AUGUST 1993

Fuad Yousef Bateh V	Homewood, Alabama
Charles Scoville Bryan	Columbia, South Carolina
Joseph Calo III	Tazewell, Virginia
<i>Cum laude</i>	
Ian Stuart Coates	Greensboro, North Carolina
John Sharpe May III	Greensboro, North Carolina
John James Regan	Plandome, New York
John Kent Shumate, Jr.	Draper, Virginia
Michael Louis Speckhart	Virginia Beach, Virginia
Charles Mathew Von Isenburg	Winston-Salem, North Carolina
Rodney Ernest Williams, Jr.	Highland Springs, Virginia

COMMISSIONING OF OFFICERS

Commissioning Officer for the U.S. Army: Lt. Gen. Samuel V. Wilson (Ret.)
Larry Scott Riggs

TROPHIES AND AWARDS PRESENTED AT GRADUATION**THE GAMMON CUP**

Given annually in memory of Dr. Edgar G. Gammon, Class of 1905, pastor of College Church 1917-1923, and President of the College 1939-1955, to the member of the graduating class who has best served the College. Character, scholarship, and athletic ability are considered.

1994 Recipient: Gordon M. Macgill '94

THE ALGERNON SYDNEY SULLIVAN MEDALLION

Given annually in honor of its first president, Algernon Sydney Sullivan, by the New York Southern Society. This award is given to a member of the graduating class distinguished for excellence of character and generous service to his fellows. Other recipients may be chosen from those friends of the College who have been conspicuously helpful to the institution in its effort to encourage and preserve a high standard of morals.

1994 Recipients: Jason J. Sandoval '94

John H. Selzer '94

Henry C. Spalding '60

THE ANNA CARRINGTON HARRISON AWARD

Given annually to the junior or senior who has shown the most constructive leadership during the school year. The Harrison Award was established through the generosity of Mr. Frederick Nash Harrison of Richmond, Virginia, in memory of his mother.

1994 Recipient: William P. Irwin '94

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

Given by the Eta of Virginia Chapter in recognition of intellectual excellence. The award is made possible by the generosity of the alumnus, Class of 1943, whose name it bears.

1994 Recipient: Dwayne H. Stinson '94

THE CABELL AWARD

Given annually to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell Award was created by the Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

1994 Recipient: Rosalind Hingley

THE KEATING MEDALLION

Established in 1986 by James J. Keating, Class of 1956, the Keating Medallion is awarded to selected members of the Hampden-Sydney family of alumni, parents, and friends to recognize outstanding service and generosity to the College.

1994 Recipient: Noel Settle

THE ROBERT THRUSTON HUBARD IV AWARD

Given annually in memory of Robert Thruston Hubbard IV, a member of the Class of 1935 and a professor of political science from 1946 until 1982, to that member of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

1994 Recipients: Thomas and Elna Ann Mayo

THE THOMAS EDWARD CRAWLEY AWARD

Given in memory of Thomas Edward Crawley, Class of 1941, who served the College as teacher, scholar, musician, and dean from 1946 until 1984, to that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons.

1994 Recipient: William W. Porterfield

THE FUQUA TEACHING AWARDS

A distinguished former member of the Hampden-Sydney College Board of Trustees, Mr. J. B. Fuqua established the Fuqua Teaching Awards to recognize annually five superior classroom teachers. The winners are selected by the members of the previous two graduating classes at Hampden-Sydney College.

1994 Recipients: Victor N. Cabas

Amos L. Laine
Lawrence H. Martin
Donald R. Ortner
James Y. Simms

OMICRON DELTA KAPPA

Peter Treida Albert
Lynn Maurice Allen
John Wesley Andrews
William Joseph Barnett
Samuel Patrick Henry, Jr.
Gordon McLain Macgill
Jason Kristian Scott Porter
Robert Houston Robertson, Jr.
Jason James Sandoval
John Howard Selzer
Calvin Stanley Spencer, Jr.
Dwayne H. Stinson
John Stone Willim III

THE SENIOR CLASS AWARD

Given by the Senior Class at Commencement to a member of the College's faculty, administration, or staff who in the eyes of the Class members has contributed during their four years most significantly to the College, her students, and the community.

1994 Recipient: Donald R. Ortner

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William Joseph Barnett
William Douglas Browder
John Blanton Covington II
Henry McKimmon Dickens
Thomas Chauder Gabrell
Matthew Helmut Karnitschnig
Jeremy Randel Koons
Gordon McLain Macgill
Robert Matthew Miles
Jason Kristian Scott Porter
Jason James Sandoval
John Howard Selzer
Calvin Stanley Spencer, Jr.
Malcolm Kennedy Sydnor, Jr.

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Mathew D. Michael	William T. Davis
Cory M. Williams	Henry M. Dickens
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Cole S. Condra	Dung N. Ngo
Charles J. Homiller	Raymond Oxmann, Jr.
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Ryan V. Godsil	
Sterling A. Harris	
Ryan S. Henry	
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Daniel T. Iseman	
Berkley D. Jolly	
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John Neuner IV	
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Scot I. Allan	Williamsburg, Virginia	Justin G. Crisp	Nacogdoches, Texas
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Jeffrey D. Anderson	Falls Church, Virginia	Kyle T. Culpepper	Mt. Sterling, Kentucky
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Jason S. Angus	Midlothian, Virginia	Spencer D. Curtis	Midlothian, Virginia
Karlo J. Arozqueta	Hampden-Sydney, Virginia	Thomas G. Daniel	Murfreesboro, Tennessee
Robert Bruce Arthur III	Wayne, Pennsylvania	James H. Q. Davis	Raleigh, North Carolina
Jason A. Atkins	Abingdon, Virginia	Samuel F. Davis III	Concord, North Carolina
Ralph L. Axselle III	Richmond, Virginia	William T. Davis	Yorktown, Virginia
Jason P. Bailey	Montclair, Virginia	Joshua S. Dean	Monroe, Virginia
Steven E. Bailey	Amherst, Virginia	Michael P. DeBender	Chesapeake, Virginia
Daniel C. Baker	Keysville, Virginia	Joseph A. Derrico III	Charlottesville, Virginia
James Carter Balart	Metairie, Louisiana	Elson R. DeVan	Philadelphia, Pennsylvania
David L. Ball	Dallas, Texas	Daniel L. deWolfe	Upper Montclair, New Jersey
Lional R. Beasley	Bluefield, West Virginia	Michael S. Dickerson	Lynchburg, Virginia
Timothy T. Beaty	Roanoke, Virginia	James D. Dickinson	Winchester, Virginia
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Ryan L. Bedino	Brazil, Indiana	Frank E. Dillbeck	McCormick, South Carolina
Michael J. Berzins	Columbia, South Carolina	Edwin E. Donaldson II	Rome, Georgia
Christopher C. Bigbie	Chesapeake, Virginia	David R. Duckworth	Waite Hill, Ohio
Wade K. Blackwood	Richmond, Virginia	Brent F. Duncan	Charlotte, North Carolina
Alexander H. Boykin	Camden, South Carolina	James T. Edwards III	Newport News, Virginia
William C. Bradford	Mineral, Virginia	David G. Egerton	Greensboro, North Carolina
Robert H. Brandon II	Roanoke, Virginia	Jon C. Ellis	Charlotte, North Carolina
Lucas J. A. Braxton	Fayetteville, North Carolina	John K. Evans	Midlothian, Virginia
Joshua B. Brewer	Raleigh, North Carolina	Mark H. Evans	Midlothian, Virginia
Christopher M. Broaddus	Richmond, Virginia	Gabriel Lopez Seco Fernandini	High Point, North Carolina
Bradford T. Brown	Poquoson, Virginia	William R. Fisher	Winston-Salem, North Carolina
Kort L. Brown	APO, Japan	Christian B. Florence	Virginia Beach, Virginia
Andrew A. Bryant	Newport News, Virginia	Lance R. Fogle	Virginia Beach, Virginia
Christopher R. Buck	Glen Allen, Virginia	Charles T. Fonville	Richmond, Virginia
Forrest A. Burnham III	Richmond, Virginia	Arthur M. Fowler III	Johnson City, Tennessee
Christopher L. Butler	Hampden-Sydney, Virginia	Dennis Jason Fredrick	Richmond, Virginia
Christopher W. Callard	Charleston, West Virginia	Robert S. Frick III	Bedford, Virginia
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Timothy C. Campbell	Charlottesville, Virginia	Timothy McBride Furlow III	Milner, Georgia
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J. Neal Cassidy	Forest, Virginia	Christopher M. Gray	Cobbs Creek, Virginia
John D. Cattano	Charlottesville, Virginia	Jeremy D. Graybill	Roanoke, Virginia
J. Christopher Chamblin	Leesburg, Virginia	Damien A. Greene	Wachapreague, Virginia
Christopher W. Chapman	Culloden, West Virginia	John Robert Greenwood	Midlothian, Virginia
Andrew S. Chappell	Dinwiddie, Virginia	Peter K. Griffith	Charleston, West Virginia
Riordan R. J. Cheatham	West Palm Beach, Florida	John Pendleton Grove IV	Roanoke, Virginia
Timothy P. Chessler	Piney Point, Maryland	Matthew J. Gunnet	Raleigh, North Carolina
David W. Cias	Panama City, Florida	Charles M. Guthridge, Jr.	Richmond, Virginia
Michael Kevin Cline	Troutville, Virginia	Orville L. Gwaltney III	Columbia, Maryland
Priestley Cooper Coker	Charleston, South Carolina	Roby H. Hackney	Richmond, Virginia
Michael B. Conkin	Kingsport, Tennessee	James W. Hagerty	Auckland, New Zealand
Sean P. Connolly	Lynchburg, Virginia	William L. Hamnett III	Richmond, Virginia
Arthur P. Cook III	Birmingham, Alabama	Ashton H. Harcourt	Louisville, Kentucky
Johnson J. Cooper	Atlanta, Georgia	Eric N. Harper	Wichita Falls, Texas
Allyn O. Cottemand	Brodnax, Virginia	James A. Harrell III	Elkin, North Carolina

Charles Douglas Harwood, Jr.	Goochland, Virginia	Henry Kevin Maurer	Virginia Beach, Virginia
Ryan C. Hayes	Hampton, Virginia	Bryan H. McChesney III	Midlothian, Virginia
James M. Haynes, Jr.	Nassawadox, Virginia	Hutson G. McClure	Spartanburg, South Carolina
Neville G. Haynes	Alpine, Texas	David B. McDaniel	Glasgow, Virginia
Gareth J. Healy	New Orleans, Louisiana	Brantley T. McDuffie	Lumberton, North Carolina
Cameron R. Heck	Pawleys Isle, South Carolina	Brandon L. McGee	Dallas, Texas
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Todd K. Hersey	Richmond, Virginia	Shawn L. McMahon	Salem, Virginia
John M. Hession	Richmond, Virginia	James P. Meador, Jr.	Point Clear, Alabama
Douglas R. Hibbard	Charlottesville, Virginia	David E. Meinhard, Jr.	Cumberland, Virginia
Matthew W. Hill	Lexington, Kentucky	John R. Melody	Fredericksburg, Virginia
Paul R. Hobgood	Raleigh, North Carolina	Michael C. Melvin	Charlotte, North Carolina
Joseph W. Holder	Charlotte, North Carolina	P. Grayson Mennetti, Jr.	Richmond, Virginia
Spencer L. Holder	Natchez, Mississippi	Andrew B. Merkle	Farmville, Virginia
David L. Holmes	Metairie, Louisiana	Justin D. Merrick	Decatur, Georgia
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Don D. Hughes III	Charlottesville, Virginia	D. Preston Montague	Richmond, Virginia
Hunter H. Irby	Blackstone, Virginia	Martin M. Montgomery	Rice, Virginia
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Shawn R. Irving	Farmville, Virginia	William Tyler Moore III	Bryan, Texas
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Brian B. Jayred	Newport Beach, California	Stuart J. Morris	Lexington, Kentucky
Ryan M. Jewett	Gray, Tennessee	Paul M. Morrison III	Lynchburg, Virginia
Carlyle L. Johnson	Due West, South Carolina	James H. Mullens IV	Roanoke, Virginia
Gordon H. Johnson	Virginia Beach, Virginia	Daniel A. Murphy	Concord, Virginia
Carl M. Johnston	Richmond, Virginia	Christopher R. Najafi	Cranford, New Jersey
David Andrew Johnston	Jacksonville, Florida	Jack H. Nance	Mechanicsville, Virginia
Hunter B. Jones	Midlothian, Virginia	Servais E. Neil	Knoxville, Tennessee
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Jedd D. Katrancha	Norfolk, Virginia	Ryan P. Nelson	Winston-Salem, North Carolina
Jeffrey P. Kelley	Richmond, Virginia	John Neuner IV	Charleston, West Virginia
John Morgan Kellum III	Richmond, Virginia	Dung N. Ngo	Virginia Beach, Virginia
James Clinton Kelly	Richmond, Virginia	John A. Oblinger	Charlottesville, Virginia
John Nicholas Kepple	Winston-Salem, North Carolina	Benjamin R. Orye III	Front Royal, Virginia
Avery Allen Kessler	Jackson, Mississippi	Warren Allen Ostergard	Bay Village, Ohio
William F. Kimbrough	Davidson, North Carolina	Anthony D. Overheim	Chesapeake, Virginia
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John W. Kirkland	Rome, Georgia	Warren M. Parrino	Rome, Georgia
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Thomas J. Larsen, Jr.	Winchester, Virginia	M. David Picard, Jr.	Lynchburg, Virginia
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Kevin M. Stacey	Altoona, Pennsylvania		
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Christopher W. Stirewalt	Wheeling, West Virginia		
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James J. Stone	Albany, Georgia		
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Alan C. Taylor	Memphis, Tennessee		
James S. Taylor	Onley, Virginia		
Jonathan A. Taylor	Reisterstown, Maryland		
Kevin B. Taylor	Merry Hill, North Carolina		
Ralph T. Taylor	Glen Allen, Virginia		
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Harry M. Thompson IV	Charlotte, North Carolina		
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Eric A. Tinnell	Durham, North Carolina		
Michael P. Urso	Potomac, Maryland		
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Theodore J. Doremus	McLean, Virginia	Joseph Carl Kincheloe III	Culpeper, Virginia
Michal K. Eads	Mechanicsville, Virginia	Jonathan D. Kingery	Dover, Delaware
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Jeremy A. Ellis	Atlanta, Georgia	Marc Korczykowski	Wyomissing Hills, Pennsylvania
Kevin M. Ely	Charlottesville, Virginia	Joseph R. Kraemer	Virginia Beach, Virginia
M. Todd Estes	Farmville, Virginia	Michael G. Kruey	Dublin, Virginia
David Leed Eustis, Jr.	New Orleans, Louisiana	Joseph R. Kusak	Louisville, Kentucky
Alfred L. Evans III	Atlanta, Georgia	Matthew L. Lacy IV	Front Royal, Virginia
Brian K. Evans	Memphis, Tennessee	Duncan C. Lamonte	Camarillo, California
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Joseph A. Farley	North Tazewell, Virginia	Justin S. Lee	Chester, Virginia
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John Adams Feild	Memphis, Tennessee	R. Jackson Light	Roanoke, Virginia
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Brooks Gray Garrett III	Brewton, Alabama	R. Peter Martin II	Atlanta, Georgia
Walter Alexander George IV	Atlanta, Georgia	Walter Hankins Mathes	Charlottesville, Virginia
J. Ryan Gililand	McLean, Virginia	Michael W. McCabe, Jr.	Virginia Beach, Virginia
Victor Maertens Gonzalez	San Isidro-Lima, Peru	Matthew F. McDaniel	Social Circle, Georgia
George Deanes Gornto, Jr.	Wilmington, North Carolina	Scott P. McFalls	McLean, Virginia

Timothy M. McKay	Butler, Pennsylvania	Clifton L. Smith	High Point, North Carolina
Gray T. McKinley	Richmond, Virginia	Grover K. Smith	Charlotte, North Carolina
Patrick J. McManamy	Dunwoody, Georgia	W. Bowman Smith	Fayetteville, North Carolina
Jonathan H. Meadows	Richmond, Virginia	Brian C. Sommardahl	Midlothian, Virginia
Edward A. Meyer, Jr.	Midlothian, Virginia	David B. Spence	McKinney, Virginia
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William S. Mitchell	Atlanta, Georgia	Stephen T. Spraker	Richmond, Virginia
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John F. Moore	Springfield, Virginia	Ralph J. Straley, Jr.	Hummelstown, Pennsylvania
Lane B. Moore	Atlanta, Georgia	William W. Stribling	Atlanta, Georgia
Leland T. Moore, Jr.	Mobile, Alabama	Charles S. Stringfellow III	Vienna, Virginia
Michael S. Morse	Farmville, Virginia	Eric T. Strong	Richmond, Virginia
R. Christopher Munique	Princeton, West Virginia	Benjamin C. Suggs	Columbia, South Carolina
Christopher T. Murray	Blackstone, Virginia	Robert L. Suggs	Metairie, Louisiana
Michael E. Murray	Fayetteville, North Carolina	Benjamin B. Sumner	Hillsville, Virginia
Brian J. Musselwhite	Auburn, Alabama	Benjamin S. Swadley	Richmond, Virginia
Justin Z. Naifeh	Oklahoma City, Oklahoma	J. Brantley Sydnor	Roanoke, Virginia
Huy Q. Nguyen	Richmond, Virginia	J. Kelly Tadlock	Midlothian, Virginia
Allen B. Nock	Quinby, Virginia	David J. Tatem	Windsor, Virginia
Jeffrey H. Nottingham	Glen Allen, Virginia	Raleigh A. Taylor	Chatham, Virginia
Robert Ryan Odom	Winston-Salem, North Carolina	Zachary A. Taylor	Louisville, Kentucky
Jonathon D. Outten	Exmore, Virginia	Scott E. Teal	Richmond, Virginia
Jonathan H. Paris	Cartersville, Virginia	G. Yarko Thomas	Selma, North Carolina
Matthew J. Parker	Forest, Virginia	W. Scott Thomasson	Roanoke, Virginia
Peter A. Pearce, Jr.	Greensboro, North Carolina	Michael D. Tolley, Jr.	Roanoke, Virginia
Clay B. Persinger	Roanoke, Virginia	Glenn E. Tosten II	Millington, Maryland
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Wilson R. Prince	Midlothian, Virginia	Jonathan S. Tunner	Manakin-Sabot, Virginia
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Allan L. Purtill, Jr.	Charlotte, North Carolina	John Gill Walker	Kilmarnock, Virginia
Robert H. Purvis	Knoxville, Tennessee	Matthew P. Wallace	South Boston, Virginia
Jason Lee Quattlebaum	Spotsylvania, Virginia	Aaron S. Walters	Front Royal, Virginia
Jonathan R.L. Quioco	Roanoke, Virginia	David B. Ware	Norfolk, Virginia
Walter W. Rabke	Spotsylvania, Virginia	E. Barksdale Watkins	Danville, Virginia
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Matthew T. Ranson	South Charleston, West Virginia	William Allen Watson	Birmingham, Alabama
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Thomas Alan Reamer	Wilmington, North Carolina	Jeffrey M. White	Atlanta, Georgia
Todd T. Reid	Richmond, Virginia	M. Alexander White	Kingsport, Tennessee
J. Andrew Reynolds	Richmond, Virginia	W. Palmer Wilkins III	Richmond, Virginia
John L. Reynolds IV	Salem, Virginia	James Mart Willcox	Norfolk, Virginia
Stefin W. Riggins	Kingsport, Tennessee	Harry Lee Williams	Corinth, Mississippi
Scott S. Ryll	Atlanta, Georgia	Jamie M. Williams	Kensington, Maryland
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C. Claiborne Schmidt	Metairie, Louisiana	John R.D. Williamson	Charlottesville, Virginia
Christopher D. Schmidt	Alexandria, Virginia	Adam S. Wilmer	Lynchburg, Virginia
Brent J. Schneider	Midlothian, Virginia	William R. Young II	Farmville, Virginia
Nathan E. Schwab	Mechanicsville, Virginia		
Heath C. Scott	Newport News, Virginia		
Gregory W. Seamster	Saxe, Virginia		
Charles Ryan Segrave	Morehead City, North Carolina	JUNIORS 1993-94	
Bartram A. Shaeffer	Gibson Island, Maryland	Matthew R. Adkins	Glade Hill, Virginia
Peter V. Sheffield	Charlottesville, Virginia	John Henry Alexander	Fork Union, Virginia
Andrew P. Sherrod	Beaverdam, Virginia	Alexander C. Apking	Knoxville, Tennessee
Henry A. Shield II	Manakin-Sabot, Virginia	Adam R. Artigliere	Lakeland, Florida
Mark C. Simonton	Richmond, Virginia	John B. Ashe	Sheffield, Alabama
		Hunter F. Avery	Richmond, Virginia

D. Earl Baggett IV	Chester, Virginia
Philip H. Bangle	Marion, Virginia
Alban K. Barrus III	Kinston, North Carolina
Christopher L. Bedford	Linwood, Minnesota
W. Frazier Bell	Charlottesville, Virginia
Wynter C. Benda	Virginia Beach, Virginia
Darren E. Bing	Cramerton, North Carolina
Charles N. Bishop III	Staunton, Virginia
Christopher W. Bishop	Houston, Texas
Christopher A. Bissinger	Maplewood, New Jersey
Henry Gordon Bivens	Greenville, South Carolina
Barton T. Bobb	Midlothian, Virginia
Thomas Lee Boehling	Roanoke, Virginia
Brian Thomas Bothe	Haymarket, Virginia
John P. Briggs	Jackson, Mississippi
Anthony F. C. Brooks	Alexandria, Virginia
James R. Broughton	Peach Creek, West Virginia
Logan H. Brown	Greensboro, North Carolina
Jason W. Buckner	Columbia, South Carolina
Michael B. Burnette	Norfolk, Virginia
Joseph F. Bush	Hampden-Sydney, Virginia
Tyler B. Butler	Winchester, Virginia
Richard Neal Butt	Portsmouth, Virginia
William A. W. Buxton	Charleston, South Carolina
James Lee Camden, Jr.	Roanoke, Virginia
William Seth Campbell	Elizabethtown, North Carolina
James C. Cardillo	Manhasset, New York
Jonathan J. Carmouche	Stafford, Texas
Randall Scott Carr	Windsor, Virginia
C. Cameron Carter	Princeton, West Virginia
David E. Carter	Midlothian, Virginia
James Douglas Carter	Farmville, Virginia
Edward A.J. Casler	Richmond, Virginia
Ralph R. Chesson III	Norfolk, Virginia
Martin B. Clapp	Selma, Alabama
Jody Cohen	Richmond, Virginia
William D. Collins	St. Petersburg, Florida
Christopher W. Conner	Clover, Virginia
David K. Craft	Apex, North Carolina
William T. Crump	Richmond, Virginia
Edward W. Curry	New Canaan, Connecticut
Joshua T. Daly	Simsburg, Connecticut
Wesley N. Dearing	Warrenton, Virginia
David G. Defazio	Richmond, Virginia
Archer Clark Dennison	Richmond, Virginia
Edward O. Dewey	Charlotte, North Carolina
John Lee Dudley	Abingdon, Virginia
G. Berkeley Edmunds	Richmond, Virginia
James W. Eitel, Jr.	Alexandria, Virginia
Patrick A. Elb	Knoxville, Tennessee
Matthew B. Elliott	Lynchburg, Virginia
Tolga U. Esmer	Charlton Heights, West Virginia
James A. Evans III	Midlothian, Virginia
Daniel G. Fannon	Middleburg, Virginia
T. Rutherford Ferguson	Richmond, Virginia
Michael R. Fitzsimmons	Richmond, Virginia
Bradley Scott Franklin	Fairfield, Virginia
C. Scott Garliss	Phoenix, Maryland
Wesley B. Garrett	Gainesville, Georgia
Matthew J. Geidl	Great Falls, Virginia
Lee M. Giles	Burkeville, Virginia
William Adams Gillespie	Tazewell, Virginia
Donald Gilliam	Brookneal, Virginia
John S. Glasgow	Danville, Virginia
Ryan V. Godsil	Auburn, Alabama
Juan Maertens Gonzalez	San Isidro-Lima, Peru
Jasveer S. Grewal	Colonial Heights, Virginia
Stephen Edward Grissett	Jacksonville, Florida
John V. Hager	Richmond, Virginia
Yezenn S. Hamad	Rocky Mount, North Carolina
Buckner Woodford Hamilton III	Montgomery, Alabama
Christian D. Hammond	Lexington, Virginia
Jonathon H. Hardy	New Canaan, Connecticut
Sterling A. Harris	Farmville, Virginia
Benjamin T. Heinsohn	Kingston, New Jersey
John Lee Hemmer III	Gainesville, Georgia
Adam R. Henceroth	Midlothian, Virginia
William Scott Hengerer	Lynchburg, Virginia
Brian R. Herron	Birmingham, Alabama
Steven Ho	Anaheim, California
Dempsey W. Hodges III	Kinston, North Carolina
Frank Spain Hodges	Birmingham, Alabama
Thomas H. Hogshad III	Greensboro, North Carolina
Robert Britt Hopkins	Cary, North Carolina
Robert T. Hord	Charlotte, North Carolina
John Hunter Hoskins	Knoxville, Tennessee
John S. Hostetter, Jr.	Fairfield, Virginia
Forrest Dale Howard	Raleigh, North Carolina
Henry Charles Hurt III	Chatham, Virginia
Justin P. Isaacs	Fairfax, Virginia
A. Harrison Jamison	Richmond, Virginia
Paul R. Jenkins	Rice, Virginia
Allyne Todd Johnston	Farmville, Virginia
Craig Jones	Christiansburg, Virginia
Kelley B. Jones	Wilmington, North Carolina
Matthew R. Jones	Alexandria, Virginia
Seth S. Joyner	Jacksonville, Florida
D. Christopher Kelley	Raleigh, North Carolina
Samuel R. Kennedy	Monroe, North Carolina
Todd A. Kerr	Baltimore, Maryland
Matthew S. Kerr	Charlotte, North Carolina
David Austin Kirk	Newport News, Virginia
Kyle M. Laird	Clemmons, North Carolina
G. Michael Lane, Jr.	Atlanta, Georgia
Todd Jason Lange	Roanoke, Virginia
Oscar H.G. Laserna	Fredericksburg, Virginia
James D. Lavin	Williamsburg, Virginia
Thomas K. Leachman, Jr.	Ashland, Virginia
Aaron A. Legum	Chesapeake, Virginia
Jason F. Leonard	Petersburg, Virginia
Gregory B. Levin	Charlotte, North Carolina
Ray E. Lockard	Wayne, Pennsylvania
Andrew C. Lowe	Virginia Beach, Virginia
Jason R. Lunsford	Atlanta, Georgia
Jonathan M. Lusk	Guntersville, Alabama
Matthew E. Malone	Norfolk, Virginia
John J. Mayfield III	Richmond, Virginia
Junius J. McCall	Southern Pines, North Carolina
Daniel J. McCormick	Oakton, Virginia
Seth P. McCormick-Goodhart	Lexington, Virginia

Ian McDade	Roanoke, Virginia
David L. McDonald	Greenville, South Carolina
Steven M. McGarry	Roanoke, Virginia
Matthew W. McGuirk	Holden, Massachusetts
Lane Eric McIntosh	Kearneysville, West Virginia
Mark G. Meitz	Zuni, Virginia
Richard B. Meyers	Virginia Beach, Virginia
Matthew D. Michael	Bala Cynwyd, Pennsylvania
John G. Mills	Midlothian, Virginia
David P. Mitchell	Atlanta, Georgia
Damon E. Moley	McLean, Virginia
Colin T. Monette	Suffolk, Virginia
Matthew S. Montgomery	Bethesda, Maryland
Chadwick J. Moore	Warrenton, Virginia
Bartow Morgan	Lawrenceville, Georgia
Kelby M. Morgan	Manakin-Sabot, Virginia
Andrew M. Mugglesworth	Springfield, Virginia
Sean J. Murphy	Concord, Virginia
Carter B. Myers	Columbus, Mississippi
L.T. Brannon Nealy	Newnan, Georgia
Scott C. Nickerson	Winchester, Virginia
Bryan R. Norfleet	Richmond, Virginia
Geoffrey R. O'Neill	Suffolk, Virginia
Jeffrey G. Overand	Dumfries, Virginia
Chadwyck N. Owens	Chesapeake, Virginia
Anastasios M. Pantoulis	Baltimore, Maryland
Matthew M. Parker	Weston, Connecticut
Aaron L. Parks	Chesterfield, Virginia
Edward D. Payne	Marshall, Virginia
William T. Pebworth	Florence, Alabama
Scott J. Pieten	Atlantic Beach, Florida
Curtis B. Player	Columbia, South Carolina
Robert Bowers Ploeger, Jr.	Norfolk, Virginia
Scott Thomas Pomeroy	Midlothian, Virginia
James R. Powell	Zuni, Virginia
Troy Weston Pulliam	Victoria, Virginia
Andrew K. Racca	Bethesda, Maryland
Edward Jarratt Ramsey III	Richmond, Virginia
James M. Rayphand	Charlottesville, Virginia
Andrew M. Reid	Reston, Virginia
Michael P. Richardson	Lynchburg, Virginia
John Miller Robbins III	Manteo, North Carolina
Matthew W. Robinett	Birmingham, Alabama
Dixon M. Rollins	Suffolk, Virginia
Arthur K. Rowe, Jr.	Virginia Beach, Virginia
James E. Savin III	Virginia Beach, Virginia
Marshall W. Schoenthal	Bland, Virginia
Timothy D. Sheeler	Fairlawn, Ohio
M. Bradley Shoemaker	Virginia Beach, Virginia
Tucker C. Shumack	Albany, Georgia
D. Laurens Smith, Jr.	Mt. Pleasant, South Carolina
Steve C. Smith	Lynchburg, Virginia
John Henry Stearns	Corpus Christi, Texas
Carl Thomas Stebbings	Kingston, Surrey, England
Joshua P. Stewart	Virginia Beach, Virginia
John M. Stone	Lynchburg, Virginia
Rock K. Stone	Charlotte, North Carolina
David H. Stowe	Farmville, North Carolina
Christopher F. Street	Richmond, Virginia
John A. Stuhl III	Charleston, South Carolina
Luke C. Suber	Irmo, South Carolina
Christopher M. Sutter	Stafford, Virginia
Brian M. Taylor	Fallston, Maryland
Brian P. Taylor	Richmond, Virginia
Carl R. Taylor, Jr.	Danville, Virginia
James W. Taylor III	Montreat, North Carolina
Robert L. Thompson	Glasgow, Virginia
George T. Thornhill IV	Raleigh, North Carolina
James W. Thweatt III	Richlands, Virginia
John D. Tompkins	Hillsville, Virginia
Cleveland D. Turner	Norfolk, Virginia
Daniel C. Turner	Spartanburg, South Carolina
Charles T. Upchurch	Salisbury, North Carolina
Joel W. Velasco	Anapolis, Brazil
John W. Warren, Jr.	Winchester, Virginia
Gresham T. Weatherly	Lexington, Virginia
Stephen C. Weeks	Montreat, North Carolina
Stephen C. Westbrook	Poquoson, Virginia
David Chad Wheeling	Salem, Virginia
Bradley C. Whitehurst	Dumfries, Virginia
Michael T. Wilson	Powhatan, Virginia
Anthony C. Winingier	Kingsport, Tennessee
Richard William Yancey	Charlottesville, Virginia
Hubert H. Young III	Suffolk, Virginia
SENIORS 1993-94	
John Fletcher Abele, Jr.	Birmingham, Alabama
Peter T. Albert	Tallahassee, Florida
Lynn M. Allen	Morganza, Louisiana
J. Wesley Andrews	Raleigh, North Carolina
Timothy D. Arnold	Leesburg, Virginia
Frederick D. Austin IV	Washington, North Carolina
Michael W. Ayer	Poquoson, Virginia
William J. Barnett	West Palm Beach, Florida
David A. Barton	Jacksonville, Florida
Andrew M. Basinger	Charlotte, North Carolina
Brian Winfred Baucom	Charlotte, North Carolina
David Brian Belfield	Warsaw, Virginia
G. Holmes Bell IV	Savannah, Georgia
Coad A. Benson	Easton, Maryland
Clinton C. Berry III	Montgomery, Alabama
Christopher D. Bowen	Bossier City, Louisiana
Andrew E. Branch	Norfolk, Virginia
Patteson Branch III	Richmond, Virginia
W. Douglas Browder	Midlothian, Virginia
Robert H. Bryson III	Tallahassee, Florida
Michael T. Bucciero	Traverse City, Michigan
Bryan H. Bullock	Midlothian, Virginia
James Noel Bumpas	Colonial Heights, Virginia
W. Blakeney Burr	Emporia, Virginia
Christian N. Carlson	Marietta, Georgia
Robert Keith Caudle III	Richmond, Virginia
Stephen Redfern Chesnutt	Henderson, North Carolina
Robert Yates Clagett, Jr.	Brandywine, Maryland
Beverley B. Clary III	Richmond, Virginia
John V. Colasanto	Alexandria, Virginia
Sean K. Collins	Virginia Beach, Virginia
John B. Covington	Pamplin, Virginia
Brian David Crist	Blacksburg, Virginia

Rob
Roy
Jame
Paul
John
Geo
Hem
Chr
Will
Eric
Tare
John
Chr
J. C
Mic
Jaso
Mat
Tho
Bret
Rob
Geo
How
Will
Dwi
Will
Pete
And
Brad
Josep
Sam
V. B
Geo
Jame
Jacob
Ken
Will
Tori
Ralph
Hend
Matt
Carl
Chris
Don
Herb
Will
Jerem
Kevin
Paul
Jeffre
J. Ch
Matt
Mich
Shan
Gord
Chris
Edwar
Alex
Rob
Char

Robert V. Croker	Williamsburg, Virginia
Roy Braxton Culler IV	High Point, North Carolina
James Spencer Culp	North Augusta, South Carolina
Paul Barksdale Davis	Greensboro, North Carolina
John E. Day III	Monkton, Maryland
George S. Dewey	Charlotte, North Carolina
Henry M. Dickens	Enfield, North Carolina
Christopher R. Dodson	Newport News, Virginia
William M. Douglass	St. Simons Island, Georgia
Eric F. Early	Roanoke, Virginia
Tarek M. El Gammal	Augusta, Georgia
John M. Evans, Jr.	Rocky Mount, North Carolina
Christopher L. Fallen	Midlothian, Virginia
J. Christopher Fausseymagne	Atlanta, Georgia
Michael S. Finucane	Nashville, Tennessee
Jason W. Flora	Richmond, Virginia
Mathew D. Fluharty	Newport News, Virginia
Thomas C. Gabrell	Rice, Virginia
Bretton R. Gaundlett	Dallas, Pennsylvania
Cetric A. Gayles	Chase City, Virginia
Robert J. Geiger	Wilson, North Carolina
Geoffrey K. Gilmore	Roanoke, Virginia
Howard Wilson Glasgow III	Charlotte, North Carolina
William Newton Glasgow	Silver Spring, Maryland
Dwight Davis Goforth	Max Meadows, Virginia
William Howe Grover	Woodbridge, Virginia
Peter A. Hall	Roanoke, Virginia
Andrew J. Harrell IV	Kinston, North Carolina
Bradford K. Harris	Roanoke, Virginia
Joseph A. Hazlegrove III	Farmville, Virginia
Samuel P. Henry, Jr.	Dallas, Texas
V. Blaine Hill	Lynchburg, Virginia
George E. Honts IV	Fincastle, Virginia
James Brian Hopkins	Roanoke, Virginia
Jacob A. Horstman	Columbia, Maryland
Kenneth G. Hutcheson	Richmond, Virginia
William P. Irwin V	Spartanburg, South Carolina
Torino R. Jennings	Roanoke, Virginia
Ralph H. Johnson III	Virginia Beach, Virginia
Henry M.T. Jones	Rumson, New Jersey
Matthew H. Karnitschnig	Paradise Valley, Arizona
Carlton Thompson Kemper	Farnham, Virginia
Christopher J. Kennedy	Hampton, Virginia
Donald S. Keough	Baltimore, Maryland
Herbert L. King, Jr.	Clifton Forge, Virginia
William J. Kinnamon III	Fredericksburg, Virginia
Jeremy R. Koons	Dallas, Texas
Kevin M. Kunst	Arlington, Virginia
Paul J. Landaiche, Jr.	Drexel Hill, Pennsylvania
Jeffrey John Laurent	Marietta, Georgia
J. Christopher Lemons	Richmond, Virginia
Matthew C. Lindsay	Charleston, West Virginia
Michael D. Luter	Windsor, Virginia
Shannon Howard Mabus	Essex, Maryland
Gordon M. Macgill	Richmond, Virginia
Christopher M. Marlowe	High Point, North Carolina
Edwin S. Martin	Forest, Virginia
Alexander B. McGee	Atlanta, Georgia
Robert W. McMahan	Raleigh, North Carolina
Chandler C. McNair	Columbia, South Carolina
John J. Meadows	Augusta, Georgia
H. Hueston Middleton	Arlington, Virginia
R. Matthew Miles	Lexington, Virginia
John J. Miller	Ravenswood, West Virginia
G. Thomas Minton III	Norfolk, Virginia
Robert W. Mitchell	Franklin, Tennessee
Timothy V. Monahan	Jacksonville, Florida
Jaison G. Morgan	Richmond, Virginia
John Cason Newbern	Troutville, Virginia
Brant R. Nicks	Wilmington, North Carolina
John A. Nolde III	Richmond, Virginia
Dale R. Nowery	Chester, Virginia
David C. O'Brien	Annapolis, Maryland
Frank H. Overton, Jr.	Signal Mountain, Tennessee
Andrew R. Owen	Richmond, Virginia
Raymond Oxmann, Jr.	Kenner, Louisiana
David C. Parker, Jr.	Indianapolis, Indiana
James H. Parker IV	Richmond, Virginia
Kenneth A. Parker	Virginia Beach, Virginia
Nick Douglas Payne, Jr.	Roanoke, Virginia
Sean P. Pepe	Hampton, Virginia
Jason K.S. Porter	Hurt, Virginia
John M. Porter	Winston-Salem, North Carolina
John S. Pucher	Norfolk, Virginia
Michael D. Purvis	Lovington, Virginia
Joshua H. Rahman	Richmond, Virginia
Shapell Deon Randolph	Phenix, Virginia
William R. Reid	Blacksburg, Virginia
Patrick J. Rhea	Franklin, Tennessee
W. Taylor Rhodes	Portsmouth, Virginia
Lavern D. Richards, Jr.	Sterling Heights, Michigan
Larry Scott Riggs	Chesapeake, Virginia
T. Atkinson Roberts, Jr.	Birmingham, Alabama
B. Derek Robertson	Williamsburg, Virginia
Robert H. Robinson, Jr.	Georgetown, Delaware
Thomas W. Rodgers	Warrenton, Virginia
Josh Boulton Roman	Bellaire, Texas
Chad S. Runnion	Sparta, Tennessee
Earl Richard Ruth	Richmond, Virginia
Russell W. Ryan	South Charleston, West Virginia
Jason J. Sandoval	Tulsa, Oklahoma
John Guerard Scott, Jr.	Greensboro, North Carolina
Geoffrey Lewis Seamster	Kenbridge, Virginia
Everette M. Seay IV	Newport News, Virginia
Laine J. Seely	Portsmouth, Virginia
John H. Selzer	Dallas, Texas
Philip R. Sheppard	Greensboro, North Carolina
Vahe G. Shirikjian	Glendale, California
William F. Shumadine III	Richmond, Virginia
John Claiborne Sifford	Brentwood, Tennessee
Anthony J. Silva	Franklin, Tennessee
John Alan Smith	Kingsport, Tennessee
Jonathan C. Smith	Kinston, North Carolina
Peter C. Smith	Chesterfield, Virginia
David Rhoades Sommardahl	Richmond, Virginia
Steven L. Sorrells	Raphine, Virginia
Calvin S. Spencer, Jr.	Victoria, Virginia
Robert W. Spessard	Roanoke, Virginia
Mercer F. Stanfield	Wilmington, North Carolina
Michael L. Staunton	Lewisburg, West Virginia

Bryson D. D. Stephens	Birmingham, Alabama	Mitchell G. Voyer	Virginia Beach, Virginia
Dwayne H. Stinson	Cumberland, Virginia	Joseph Judson Waff	Charlottesville, Virginia
John Carter Stone	Wytheville, Virginia	Michael D. Walsh	Arlington, Virginia
J. Ellsworth Summers	Jacksonville, Florida	David S. Warren	Charlotte, North Carolina
Gregory D. Suskind	Savannah, Georgia	John Chadwick Waterworth	Lynchburg, Virginia
Malcolm K. Sydnor	Lynchburg, Virginia	John S. Willim III	Groveland, Florida
Roy T. Tepper III	Richmond, Virginia	Christopher Wilson	Quinton, Virginia
Jonathan W. Thayer	Dallas, Texas	Michael Winfrey	Atlanta, Georgia
James Patrick Thomas	Richmond, Virginia	Andrew B. Wise	Winchester, Virginia
Christopher D. Turgeon	Rockville, Maryland	Paxton K. Wolfrey	Manakin-Sabot, Virginia
Matthew I. Van Horn	Chapel Hill, North Carolina	Bruce M. Wood	Lynchburg, Virginia
Durant G. Vick, Jr.	Raleigh, North Carolina	James A. Wood, Jr.	Wingina, Virginia
Charles M. Viser	Charlotte, North Carolina	William H. Wright V	Mayport, Florida
Brian J. Von Herbulis	Fairfax, Virginia		

Number of Students by States, Territories, and Foreign Countries — 1993-94

Alabama	36	Minnesota	1	Texas	20
Arizona	1	Mississippi	5	Virginia	496
California	4	Nebraska	1	West Virginia	22
Connecticut	3	New Hampshire	1	Wisconsin	2
Delaware	2	New Jersey	9	Number of States	30
Florida	20	New Mexico	1		
Georgia	57	New York	4	<i>Foreign Countries</i>	
Indiana	2	North Carolina	110	Australia	1
Kentucky	9	Ohio	3	Brazil	1
Louisiana	12	Oklahoma	2	England	2
Maine	2	Pennsylvania	16	New Zealand	1
Maryland	27	Puerto Rico	1	Peru	2
Massachusetts	2	South Carolina	35	Number of Foreign Countries	6
Michigan	2	Tennessee	28		

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Florida

.....20
.....496
.....22
.....2
.....30

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.....6

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HAMPDEN-SYDNEY COLLEGE
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